Superintendent of Schools
Andrea M. Kane, Ph.D.

Deputy Superintendent
Gregory J. Pilewski

QACPS Board of Education
Tamara Harper, President
Richard Smith, Vice President
Capt. Beverly Kelley
Michele Morrisette
Shannon Billups, Student Member
Skylar Podraza, Student Member

Kent Island High School
900 Love Point Rd.
Stevensville, MD 21666
Main Campus – 410-604-2070
9th Grade Annex – 410-643-7172
John Schrecongost, Principal

School Counselors
Julie Steinbruck – 9th Grade
Heather Tranquil – A-F
Megan Shockley – G-M
Bianca Pilewski – N-Z

Queen Anne’s County High School
125 Ruthsburg Rd.
Centreville, MD 21617
410-758-0500
Amy Hudock, Principal

School Counselors
Lynn Lienemann – 9th Grade
Kimberly Betts – 10th Grade
Bob Willis – 11th Grade
Kelley Moore – 12th Grade

Please Note: Although deemed accurate when printed, information in this booklet may change during the year as BOE policies and regulations are updated. For the most current version of this booklet, and to see Board Policies and Regulations, visit the QACPS website.

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- Construction Trades Profession: Carpenter
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### NON-DISCRIMINATION STATEMENT:
In accordance with state and federal laws, and the policies of the Board of Education, QACPS does not discriminate on the basis of race, ethnicity, color, age, religion, disability, genetics, ancestry/national origin, marital status, sex or sexual orientation in matters affecting employment or in providing educational programs and service, and provides equal access to the Boy Scouts and other designated youth groups. QACPS operates equal opportunity and affirmative action programs for students and staff. The Board of Education of Queen Anne’s County Public Schools is an equal opportunity/affirmative action employer. Employee inquiries or complaints regarding discrimination or Title IX issues such as gender equity and sexual harassment should be directed to the Director of Human Resources at 410-758-2403 ext. 176. Student or parent inquiries or complaints regarding discrimination or Title IX issues such as gender equity and sexual harassment should be directed to the Director of Student Services at 410-758-2403 ext. 154. Inquiries regarding ADA and Section 504 should be directed to the Supervisor of Special Education at 410-758-2403 ext. 131. Inquiries regarding Title II should be directed to the Director of Human Resources at 410-758-2403 ext. 176. Inquiries may also be addressed in writing to the appropriate office at Queen Anne’s County Public Schools, 202 Chesterfield Ave, Centreville, Maryland 21617.
I. GENERAL INFORMATION

Organization and Purpose of the High School Program of Study and Career Planning Guide

Organization
The Queen Anne’s County Public Schools High School Program of Study and Career Planning Guide is divided into the following main sections:

I. General Information
II. Program Offerings
III. Dual Enrollment Options
IV. Supplemental Programs
V. Student Support Programs and Services
VI. Course Descriptions
VII. Appendix

Purpose
The High School Program of Study and Career Planning Guide will assist each student in developing a long-term, personalized education plan to meet the challenges of the 21st century. Using this guide, students can see the relevance, purpose, and support for individual career goals that high school coursework, service learning, and extracurricular activities provide. This guide will help students, parents, and teachers discuss career goals in order to develop and implement an educational plan. With advanced planning and sustained effort, students are able to graduate from high school having earned college credit and/or industry certification.

Career Clusters and Pathways
In an effort to prepare students for a rapidly changing workplace, Queen Anne’s County Public Schools (QACPS) has organized its program of study around career clusters and pathways. Career clusters are broad groupings of occupations and industries based on commonalities of services and function. Each career cluster has pathways. These pathways provide a sequence of courses and suggested options that will provide quality preparation for a career in a selected cluster. Based on their interests and aptitudes, students will choose a cluster. Changes in proposed cluster and/or pathway choices may occur with parent and counselor advisement.
## Steps to High School Graduation

1. **Earn a minimum of 26 Credits**
2. **Pass the state-mandated assessments** (page 3) in
   - Algebra
   - English
   - Government
   - Science
3. **Complete 75 hours of Service-Learning** in grades 5–11
4. **Choose a Completer Program Pathway** (page 15):

### College Completer
(post-secondary education after high school)

| Algebra | 2 | and | 2 credits of the same World Language | or | 2 credits of Advanced Technology |

### Career Completer
(employment and/or post-secondary education after high school)

| Algebra | 2 | and | 2 credits of the same World Language | or | A CTE Completer |

### Dual Completer
(employment and/or post-secondary education after high school)

| Algebra | 2 | 2 credits of the same World Language | or | 2 credits of Advanced Technology | and | A CTE Completer |

The minimum high school diploma requires:
- two credits of the same World Language
- or
- two credits of Advanced Technology.

## Procedures for Promotion

<table>
<thead>
<tr>
<th>To be promoted to grade</th>
<th>Completed credits needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>

To be considered a senior, a student must:
- Have completed at least three years in high school,
- Have successfully earned 18 appropriate credits, and
- Be enrolled in a program that allows them to meet all graduation requirements by June of the same academic year.

### Minimum Credits Required for Graduation - 26

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
<td>1 credit in English 9, 1 credit in English 10, 1 credit in English 11, 1 credit in English 12</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3</td>
<td>1 credit in Algebra 1, 1 credit in Geometry, 1 mathematics elective credit. Students are required to enroll in at least one math class each year enrolled in high school.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3</td>
<td>Three credits of organized instruction aligned with the Next Generation Science Standards</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3</td>
<td>1 credit in Local, State, and/or Federal Government, 1 credit in World History, 1 credit in United States History</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>1</td>
<td>Music, Art, Dance, and Theatre courses</td>
</tr>
<tr>
<td><strong>Technology Education</strong></td>
<td>1</td>
<td>1 credit in one of the following courses: Foundations of Technology, PLTW: Intro to Engineering Design, PLTW: Principles of Engineering, Foundations of Computer Science</td>
</tr>
</tbody>
</table>

### Additional courses for program completion:

<table>
<thead>
<tr>
<th>Pathway Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20 Total Core Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Electives</td>
</tr>
</tbody>
</table>

| 26 Minimum Total Credits Required |
High School Graduation Requirements and State & National Assessments

Assessments Required for Graduation
Students are required to pass four content specific assessments for graduation. They include Algebra I, English 10, Science, and U.S. Government. All four assessments are given at the completion of the corresponding course. Please check with your school counselor or the school testing coordinator to discuss possible options to meet these assessment requirements. The assessments contain questions based on the content outlined in the Maryland Career and College Readiness Standards, Maryland’s Core Learning Goals (HSA) or the Next Generation Science standards. Additional assessments may be required by Maryland for students completing upper level English and Math courses in order to document that the student has achieved College and Career Readiness.


More information on the Core Learning Goals and sample HSA test questions are available at: http://mdk12.msde.maryland.gov/assessments/high_school/look_like/

More information on MISA is available at: MISA

For the Next Generation Science Standards please visit http://nextgenscience.org/

Alternate Assessments
Students with significant cognitive disabilities who meet eligibility criteria, as determined annually by the student's IEP team, will take the Multi-State Alternate Assessment (MSAA) and the Alternate Maryland Integrated Science Assessment (Alt-MISA). These assessments allow students to demonstrate their reading, math, and science abilities in a format best designed for students with special needs and skills.

ACCESS for English Learners
ACCESS for English Learners (ELs) is the English Language Proficiency Test that is designed to determine a student's proficiency in English when he/she is identified as an English Learner. The test is administered annually to EL students in grades K–12. Students are assessed in four domains: Speaking, Reading, Writing, and Listening. Results are reported to parents annually.

The Alternate ACCESS for ELs is designed for ELs with significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS for ELs assessment, even with accommodations. In order to participate in the alternate assessment, the EL student must meet certain eligibility criteria. The Alternate ACCESS for ELs is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters. For additional information, please contact the Supervisor of ESOL Services at 410-758-2403

The Bridge Plan for Academic Validation
The Bridge Plan for Academic Validation provides eligible students an additional opportunity to meet the testing requirement that will lead to a Maryland High School Diploma. Students must demonstrate defined knowledge and skills to graduate, either by achieving a passing score on the assessments, achieving a combined score on a set of the assessments, or by participating in the Bridge Plan program. The school will contact students who are eligible for Bridge Plans and parent/guardian permission forms will be sent home.

The Bridge Plan has been approved by the Maryland State Board of Education and is included in the Code of Maryland Regulations (COMAR).

National Collegiate Athletic Association (NCAA) Eligibility

NCAA Eligibility
Students who intend to participate in interscholastic athletics in a Division 1 or Division 2 college or university must register with the
NCAA Initial-Eligibility Clearinghouse to determine whether the student is a “qualifier” and can practice, compete, and receive athletic scholarships as a freshman. Students are strongly encouraged to see their counselors to receive more complete information on NCAA eligibility requirements. For more information, see www.ncaa.org or www.eligibilitycenter.org.

**NCAA Course Requirements**

Students enrolling full-time in an NCAA Division I or Division II college or university must complete 16 core courses (seven before senior year) in the subjects in the table below. Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements). These 10 courses become ‘locked in’ at the start of the seventh semester and cannot be retaken for grade improvement. All other students should check with their counselor for course requirements.

### NCAA Division 1

<table>
<thead>
<tr>
<th>Core COURSE RULE</th>
<th>REQUIRED YEARS OF COURSES</th>
<th>NCAA Division 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (Algebra I or higher)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Natural/Physical Science (one year of lab if offered by high school)</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Additional English, Mathematics or Natural/Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Additional Courses</td>
<td>4</td>
</tr>
</tbody>
</table>

*(from any area above, foreign language or comparative religion/philosophy)*

**What determines whether or not a student can practice, compete, and receive athletic scholarships as a college freshman?**

Division 1 schools use a sliding scale to determine a student's eligibility. The required SAT or ACT score is based on a student's GPA (for the 16 required core courses). The higher the student's GPA, the lower the required SAT or ACT score. However, a student must earn a minimum 2.000 GPA average in order to qualify to practice and receive scholarships. In order to be eligible to compete, a student must earn a minimum GPA of 2.300. Division 2 schools require a student earn a minimum of a 2.000 GPA for the 16 required core courses and earn a specified score on the SAT or ACT in order to be eligible to practice, compete, and receive scholarships.

**Qualifying Courses**

Courses that are NCAA approved are designated in this list of courses. The approved list of courses changes every spring. Students should work with their school counselor to make sure that the courses they choose are still accepted by the NCAA.

**ESOL Courses**

English as a Second Language (ESOL) courses are not acceptable as NCAA Courses. However, advanced ESOL courses may be used, but must be reviewed on a case-by-case basis. Any student who wishes to have advanced ESOL courses considered when determining his or her initial eligibility must contact the college or university he or she will be attending in order to begin the approval process.

**Alternatives to a Traditional 4-Year Enrollment in High School**

It is the belief of the Queen Anne’s County Public School system that all students will benefit from the completion of four years of high school beyond the 8th grade (eight semesters). The completion of four years provides the time for maturity and gives the student the opportunity to pursue academic interests and to participate in the many school activities available in order to make informed decisions about future goals. Students should be encouraged to complete a full four-year program.

In recognition of the fact that four-year enrollment in high school may not serve the best interest of some students, the following alternatives are made available.

**Early College Admission Program**

A student may receive a Maryland High School Diploma after completion of Grade 11 through acceptance into the early admission program, provided that:

- The student is accepted for early admission to an accredited college before high school graduation;
- All State competency prerequisites and service-learning requirements have been met;
• A written request by the student and parent/guardian is made to the principal by July 1st, preceding the student’s junior year asking for a waiver of the fourth year enrollment and certifying the early admission acceptance;
• The student’s program for the year of college is approved by the superintendent of schools, if this program is included toward the issuance of a high school diploma; and
• At the conclusion of a full year of study, a written request for the high school diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

Early Admission to Approved Vocational, Technical, or Other Post-High School
A student may receive a Maryland High School diploma after completion of Grade 11 through acceptance in an early admission program of an approved vocational, technical, or post-high school provided that:
• The student is accepted for early admission to an approved vocational, technical, or other post-high school before high school graduation;
• All state competency prerequisites and service-learning requirements have been met;
• A written request by the student and parent/guardian is made to the principal by July 1st preceding the student’s junior year asking for a waiver for the fourth year enrollment and certifying the early admission acceptance;
• The student’s program for the year of college is approved by the superintendent of schools, if this program is included toward the issuance of a high school diploma; and
• At the conclusion of a full year of study, a written request for the high school diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

NOTE: Students opting for either Alternative I or Alternative II may participate in high school graduation ceremonies if:
• The requirements I-D and I-E or II-D and II-E have been met; and
• A written request to participate is presented to the high school principal at least three weeks before graduation; and
• The student attends all graduation practice sessions.

Students approved for waiver of the senior year will not be eligible for senior awards or selection as valedictorian or salutatorian.

Early Graduation Waiver for Fourth Year of High School Attendance
An alternative plan for obtaining a Maryland high school diploma may include a waiver of the fourth year enrollment requirements if all credits, assessment and service-learning requirements are met and if the local Superintendent of Schools, or designee, determines that the waiver is in the best interest of the student.

Realizing students typically earn only 24 credits in three years, two additional credits needed for graduation may be earned in one of the following ways:
• Approved summer school original credit offered through an accredited public or private school system or accredited correspondence course.
• Original credit through approved dual enrollment course (see Program of Study).
• Eligible high school credits at the middle school.

The procedure for obtaining a waiver for the 4th year of attendance or the 2nd semester of the senior year may be obtained in the school counseling office. Rising 11th grade students must submit their request by July 1st of the 11th grade (junior) year for an entire year waiver and by July 1st of their senior year for a 2nd semester waiver.

<table>
<thead>
<tr>
<th>Type of Waiver Request</th>
<th>Plan must be submitted during following time period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire 12th grade year</td>
<td>January 15th of 10th grade year to July 1st of 11th grade year</td>
</tr>
<tr>
<td>2nd semester of 12th grade year</td>
<td>January 15th of 11th grade year to July 1st of 12th grade year.</td>
</tr>
</tbody>
</table>
The procedure for obtaining a waiver for the Fourth Year Attendance may be obtained in the school counseling office. Rising 11th grade students must submit their request by July 1st.

Maryland High School Certificate

Maryland High School Certificate
Queen Anne’s County Public Schools awards the Maryland High School Certificate to eligible students with disabilities for completion of a special education program of study. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

- The student is enrolled in an education program for at least four (4) years beyond grade eight or its age equivalent, and is determined by an Individual Education Plan (IEP) Committee, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including, but not limited to:
  - Gainful employment
  - Work activity centers
  - Sheltered workshops; and
  - Supported employment.

- The student has been enrolled in an educational program for four (4) years beyond grade eight or its age equivalent and has reached age 21.

Earning Credit

Each high school one-semester class that meets every day for the full block period will earn one credit. Each one-semester class that meets for an abbreviated block period will earn one-half credit. Each one-half of a semester class that meets every day will earn one-half credit. A year-long class that meets for an abbreviated full block period will earn one credit. Finally, a one-semester class that meets for two full block periods will earn two credits.

Courses taken for original high school credit can be completed in one of two approved modes:

1. Traditional Classroom
   Each high school one-semester class that meets every day for the full block period will earn one credit. Each one-semester class that meets for an abbreviated block period will earn one-half credit. A year-long class that meets for an abbreviated full block period will earn one credit. Finally, a one-semester class that meets for two full block periods will earn two credits.

2. Maryland Virtual Learning Opportunities – High School Courses
   Welcome to the QACPS Maryland Virtual Learning Opportunities (MVLO). The MVLO programs provide great flexibility in allowing students to continue their education by accessing coursework conducive to their individual schedules. It is important to note, however, that these courses follow an accelerated schedule, include weekly assignment deadlines, require regular participation, and are as rigorous as face-to-face classroom-based high school courses. It is imperative that students remain self-motivated and consistently complete and submit online assignments within the required timelines.

   With prior consent from the principal, high school students may enroll in online courses for high school credit. Courses offered through MVLO are delivered in a completely online format. All online teachers are certified to teach in the content area of the course. Instruction and learning activities are conducted online with the teacher physically separated from students (asynchronous learning). This fully online format allows QACPS to expand the range of course offerings beyond courses that are available in a face-to-face format in our local high schools. Students may enroll in an online course for original credit only if the following conditions are met: (a) the course is not offered in a face-to-face format at the students’ home school, (b) a scheduling conflict exists which prevents the student from accessing the course in a face-to-face format at the students’ home school, and (c) the student completes the necessary form for taking an online course and has all appropriate signatures with the final approval of the school principal.

   Students may take a total of two online courses each school year. The courses must fit within the student’s standard class schedule. Classes scheduled within a student’s schedule during the day will be at no cost to the student. Online courses scheduled during the regular school day will require the student to work independently on course requirements. The Facilitator of Virtual Learning will monitor student progress and communicate with students, parents, and online teachers as needed. Only
classes that are approved by MSDE, through vendors approved by QACPS, will be offered as online courses. See your school counselor for a complete list of approved online courses.

High School Credit Earned in Middle School
Maryland State Board of Education policy determines the requirements for students earning high school credit for a course taken in middle school. The Code of Maryland Regulations (COMAR 13.A.03.02.04) states that credit toward high school graduation may be earned by middle school students if the student has taken a high school level course meeting the local school system curricular objectives.

The following High school courses offered at the middle school level are eligible for high school credit:
- Algebra I
- Spanish I

For high school courses completed in middle school:
- A student must earn a passing course grade of 60% or better to earn the credit.
- The student's passed course will count toward the 26 credits for graduation requirement.
- The student's course grade will be recorded on the high school transcript.
- The student's grade earned will count toward the high school grade point average, and class rank and appear on his or her official transcript.
- For high school courses taken in middle school, one credit will be awarded at the successful completion of the course in grade 8.
- Student is eligible to retake a course where high school credit was earned in middle school if the student earned a grade of “B”, “C”, or “D”. The retake must occur in the normal sequence of course offerings for that discipline. The school counselor must be notified, in advance, of the student's intention to “retake” a course.

Transfer Credit
A student entering the school system may transfer high school credit through the following provisions.
- A student coming from any accredited institution with an official transcript will be awarded a credit and grade for successfully completed courses, which are compatible to our program of study. OR
- A student from a homeschooling program or non-accredited institution will have his/her program and course work evaluated through the Division of Curriculum and Instruction. (Should it be determined that a student has to take an end-of-course examination to earn credit, he/she must pass the end-of-course examination with a grade of 70 percent or higher in order to receive credit for that course. If credit is awarded a marker of a “P” indicating the course has been passed will appear on the student's transcript.

Credit by Examination
Credit toward high school graduation may be earned in grades 9–12 by passing an examination that assesses student demonstration of locally established curricular objectives. Credit by examination must be approved by the curriculum coordinator on a case-by-case basis. According to COMAR 13A.03.02.04, and in collaboration between MSDE, local school systems and institutions of higher education determine the test and cut-off scores that students would need to achieve on the SAT in order to obtain English 12 credit by examination. In order for a student to wave English 12 and obtain the credit by exam, mastery of the skills necessary to earn credit will be determined by the following:
- New SAT Evidenced-Based Reading and Writing Section (EBSR)
- SAT Essay, and
- SAT Literature Subject Test
Students must score a minimum of 480 on the EBSR section, 3 on each section of the dimension of the essay (Reading Analysis and Writing), and 560 on the Literature Subject Test.

Promotion Requirements
Grade level assessments are made at the start of each school year. Qualifying 11th graders may be promoted to 12th grade mid-year. To be promoted to the 10th grade, a student must be in the 2nd year of high school and have earned at least 5 credits. To be promoted
to the 11th grade, a student must be in the 3rd year of high school and have earned at least 12 credits. To be promoted to the 12th grade, a student must be in the 4th year of high school and have earned at least 18 credits. Queen Anne’s County Public Schools require 26 credits for graduation.

Final Examination Requirements
All high school courses require a final examination at the end of the course. The final examination will be counted 15% of the final grade.

Honor Roll
Queen Anne’s County Public schools acknowledges academic achievement through an Honor Roll system. The Honor Roll is earned recognition for high level academic achievement in all subjects with two distinctions at the end of each quarter.

High Honors:
Students who earn straight “A’s” will receive the High Honors designation.

Honor Roll:
Students will be included on their school’s Academic Honor Roll if they meet the following criteria:
   a. The student cannot earn a grade below “C” and may not have an incomplete (“I”) grade.
   b. The student must have earned no more than one “C” grade.
   c. If the student earns a grade of “C” in any course, it must be balanced by an “A” grade in another course during the same grading period.

Academic Honors
Valedictorian or salutatorian will be computed based on the final grade point averages that reflect a four-year program. The grade point average will be determined by dividing the total points earned for all grades by the total number of credits attempted and computed to the nearest thousandth of a point.

Class Rank
Class rank is a method of comparing a group of students with one another on the basis of academic achievement. The primary uses of class rank are for college transcripts and for eligibility for some programs and awards.

When computing class rank, Queen Anne’s County uses a cumulative grade point average (GPA) system that includes all students and all subjects with letter grades A-E. Students receive points for each letter grade in a subject. Point values are as follows: For all AP Courses (see list on page 10) A=5, B=4, C=3, D=1 (same value as for a regular class). Students who are enrolled in the Concentrator and Completer Course in the Biomedical Sciences or Pre-Engineering Pathway and earn an “A”, “B” or “C” will be awarded a weighted grade (one extra quality point). For all the other courses, A=4, B=3, C=2, D=1, E=0. These points are multiplied by the number of credits received in that subject to determine the number of grade points earned. To determine grade point average, the total number of grade points earned is divided by the total number of credits attempted. The student’s final grade is used to determine the number one ranking. All courses taken during the regular day or in an alternative setting will be counted toward the student’s GPA. A new academic school year shall begin the day after the last official school day of the previous year and end on the last official school day of the present year.

Weighted Grades
Students who earn an “A”, “B” or “C” in an AP course will be awarded a weighted grade (one extra quality point). Students who are enrolled in the Concentrator and Completer Course in the Biomedical Sciences or Pre-Engineering Pathway and earn an “A”, “B” or “C” will be awarded a weighted grade (one extra quality point).

Additional Ways to Earn or Recover Credit
In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through various other programs. No student, however, may earn credit more than once for the same course. Additional ways to earn credit include:
Independent Study
The purpose of Independent Study is to enable learning that cannot be obtained through the regular program of study, dual enrollment, internships, or other available learning options. Students interested in pursuing independent study must develop a detailed written learning plan in the semester prior to starting the Independent Study. First semester proposals must be submitted by the end of May; second semester proposals must be submitted by the end of October.

The plan must be sponsored by a teacher in the appropriate content area. The written plan must be submitted to the school counselor, approval must be obtained by the principal and content supervisor, and then reviewed by an Academic Standards Committee in order for the independent study to take place. Those students interested in independent study should contact their school counselor for detailed procedures and timelines.

Summer School
All students who earn a 59% or below in a required math, English (I, II, III, IV), social studies (American History, Government, World History), science class (Biology), Health or Physical Education are strongly encouraged to repeat the course in Summer School. A request for permission to retake a failed course during the school year may be granted in certain special circumstances. Those circumstances might include the availability of Summer School opportunities, anticipated class sizes, unique individual student needs, and other factors as determined by the principal.

Students who fail an HSA course and the associated Maryland High School Assessment will be required to retake the entire course during the regular school day and retake the state assessment.

The student's transcripts will record both the original grade and the new grade earned. Both grades will be used in the calculation to establish overall grade point averages. Students who have earned a "D or less" may contact the School Administrator or School Counselor about summer school enrollment opportunities.

School counselors will notify students and parents about the availability of Summer School. The notice will include a list of class offerings, dates, times, and fees. Questions about Summer School should be directed to the School Counseling Office.

Summer School and Online Credit Recovery Option
In addition to traditional summer school, online courses may be available for credit recovery. During the summer, select online credit recovery courses are open to eligible students* who did not pass the classroom-based version of the course. High quality online courses approved for credit offer QACPS high school students the opportunity to take courses through virtual instruction. These offerings provide challenging courses aligned to the Maryland content standards and other appropriate standards. Students participating in online courses must have reliable access to a computer during the day and after school. Through the online learning method, students work independently, but may access teacher instruction if they choose.

Students who are interested in the online option should contact their school counselor to determine if they are eligible and if the appropriate online course is available. (*Eligibility and Restrictions - To be eligible to take a 100% online course, students must have received at least a 49% as a final grade in their first attempt at taking the course. Students can only be enrolled in one online course at a time. Deadlines for enrolling in an online course must be met. If students are not making adequate progress in the individual Online Format, they may be required to attend the Traditional, face-to-face Summer School.)

Guidelines for Drop/Add High School Courses
All schedule changes are made on a case by case basis. A semester course can be dropped in the first five days of the semester, and a yearlong course within the first ten days.

Students Retaking Classes to Improve Academic Standing
Students may retake a class in the regular day if they earned a grade of “B”, “C” or “D”, provided adequate space is available in the course as determined exclusively by the principal. The grade earned for the retake will be used in grade point average calculations instead of the original earned. However, both attempts at taking the course will continue to appear on the transcript. The original grade for the course will be replaced with a “R” to signify the course has been retaken. The retaking of the course must occur in the normal
sequence of course offerings for that discipline. School counselors must be notified, in advance, of the student’s intention to retake the course.

Credit Recovery During the School Year
For the 2019-20 school year students with permission of the principal may be allowed to recover credits in classes where they have received a 59% or below which may impact their ability to graduate on time. These courses include Math, English, Social Studies (American History, Government, World History), Science (Biology) or a World Language. Students who enroll in credit recovery courses during the school year will do so in the Saturday School programs offered at each high school or in after-school programs as approved by the principal. Seniors who have questions about credit recovery should contact their School Counseling Office.

Minimum Course Enrollment
For courses that are not offered because of low enrollment, students will be counseled and directed to courses that will provide a substitution for cluster/pathway graduation requirements. Courses for which enrollment is traditionally low may be offered every other year.

Taking Advanced Courses

Honors Courses
Honors courses are designed to be challenging while enhancing a student’s ability to employ critical thinking and analysis skills. The level of performance in these courses prepare students for college and career readiness. Honors courses are distinguished by a difference in the depth and scope of work required.

Advanced Placement (AP) Opportunities
Our most rigorous courses are called Advanced Placement (AP) classes. These courses are designed to be taught at a beginning college level and students are expected to sit for the nationally administered AP tests in May. The tests cost approximately $90.00 each, but financial assistance may be available for qualifying families. Students who participate in AP courses are expected to work harder and commit more time to learning than students in regular high school courses. Therefore, it is fair to ask, why participate? We believe that by taking one or more AP courses, students gain an edge in college preparation. They improve their writing skills and sharpen their problem-solving techniques. Further, students develop the study habits necessary for tackling rigorous college level coursework. Participants in AP courses stand out in the college admissions process. They demonstrate to admission committees a maturity and readiness for college along with a commitment to academic excellence. Research suggests that students who participate in AP courses perform better than their non-AP peers when they enter college.

Students who have 3’s, 4’s, and 5’s on AP tests are frequently awarded credits at most colleges and universities. In recognition of the rigor associated with AP courses, Queen Anne’s County Public Schools awards weighted grades (one extra quality point) to students earning an “A”, “B” or “C” in an AP course. This policy enhances both GPA’s and class ranking of students participating in AP courses.

Students interested in making the commitment to enroll in an AP course should discuss the decision with parents, teachers, and counselors. It is not a decision to be made lightly. Once registered, students are expected to remain in the course the entire year. The most important enrollment requirements are a serious commitment to working hard, a willingness to devote more time than you ever have before to reading, studying, and a determined attitude that leads you to seek extra out-of-class help from the AP teacher rather than quitting the course when difficulties arise.

Depending on enrollment, the following classes will be offered at the AP level:

- Art History
- AP 2-D Art and Design
- AP 3-D Art and Design
- Biology
- AB Calculus
- BC Calculus
- Chemistry
- Computer Science
- Computer Science Principles
- Economics – Macro
- Economics – Micro
- English Language and Composition
- English Literature and Composition
- Environmental Science
- Human Geography
- Modern European History
Maryland Scholars Diploma Program and Recognition

Maryland Scholars is part of the Maryland Business Roundtable’s Achievement Count Campaign. The program is part of an initiative to ensure high school graduates are prepared to enter college or the workplace.

Maryland Scholars Program:
- Is designed to increase the number/percentage of students who complete rigorous coursework and are well prepared to succeed in college and the workplace;
- Is part of a national “Scholars” initiative supported by the U.S. Department of Education;
- Is conducted by the Maryland Business Roundtable of Education in partnership with the Maryland State Department of Education and the Governor’s Office;
- Encourages 8th and 9th grade students to take and complete a specific set of rigorous courses in high school;
- Uses business volunteers to deliver the message to students in their classrooms about the connections between achievement in school and success in life;
- Is reinforced throughout high school with the help of school counselors and the Be What I Want To Be website: www.BeWhatIWantToBe.com
- Will provide incentives to students to motivate them to choose and complete the Maryland Scholars coursework.

Maryland Scholars Course of Study

Students in Queen Anne’s County must have completed a 26-credit, focused program of study that includes the following Maryland Scholars Requirements.
- 4 Credits of English
- 3 Credits of Math (through Algebra II)
- 3 Credits of Lab Science (Biology, Chemistry, Physics preferred)
- 3 Credits of Social Studies (US History, World History, Government)
- 2 Credits of the same World Language

Students who meet the above requirements and have at least a 3.5 GPA (weighted) will receive recognition.

Service Learning Requirement

Queen Anne’s County Public Schools promotes high-quality service-learning experiences for all students to help them become active participants in making a difference in their community on a local and global level. Service-Learning combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; then they then reflect on their experience to reinforce the link between their service and their learning. Successfully completing 75 hours of service-learning is a Maryland State Department of Education graduation requirement.

Our service-learning is tracked through the completion of five total projects which adds up to the minimum requirement of 75 hours. Service-learning experiences are introduced to students beginning in 4th grade. Our 4th and 5th grade elementary service-learning experiences total a minimum of 15 hours and count as one completed service-learning project. During 6th, 7th, and 8th grade, students work to complete 3 additional service-learning projects (one each year) within at least one of their content classes to provide service that is beneficial to their local community. These 3 middle school projects satisfy a minimum of 45 additional hours. Students who began service-learning in 4th grade can enter high school with four completed projects that equates to a minimum of 60 service-learning hours.

In high school, students complete at least one more project (a minimum of 15 more hours), in order to complete at least 5 service-learning projects within Queen Anne’s County Public Schools (for a total of 75 hours minimum) that incorporate academic preparation and structured reflection to satisfy the Maryland State Department of Education graduation requirement. For more information about the high-quality service-learning in Queen Anne’s County Public Schools, contact your local school’s Service-Learning Coordinator.
All students who transfer into our system from another Maryland public school are required to either show proof of satisfactory service-learning from their previous school, or complete our five required service-learning projects, that can be planned jointly by the student with their school-based Service-Learning Coordinator. Students who transfer into QACPS from either a private school or from out of state need to contact the Service-Learning Coordinator at their school.

All service-learning experiences should meet all of the Maryland’s Seven Best Practices of Service-Learning. These best practices expand on the fundamental preparation, action and reflection stages of service-learning and should be used to assess high-quality projects and can be found on the QACPS website.

College and Career Planning
Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. This powerful online tool not only engages but empowers families to connect their student’s learning to future life plans. To find out more about the program, contact your school’s Counseling Office to set up an account and go online to areyouready.hobsons.com/md/.

Scheduling
It is the responsibility of the student to evaluate carefully and select courses with help from appropriate teachers, school counselors, or administrators. Parental involvement in course selection is recommended for all students. Students have the right to participate in any part of the curriculum in accordance with non-discriminatory practices.

Course Fees
Please be aware that some courses may have fees attached to them. If these fees would prevent you from taking the course, please see your school counselor for assistance.

Honor Societies

National Honor Society (NHS)

Eligibility
Membership in the National Honor Society is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, and character.

To be eligible for selection to membership in Queen Anne’s County, the transfer candidate must be in attendance for a period of at least one semester at the high school. He/she must be a second semester sophomore, or a junior or senior, and must demonstrate the qualities of scholarship, leadership, character, and service as measured by rating sheets based on a point system.

Scholarship
A major purpose of the National Honor Society is to foster high academic standards and to acknowledge those students who embody a commitment to learning and an acceptance of the challenge of rigorous study. Candidates who exhibit those qualities as evidenced by the courses they have taken and the cumulative grade point average they have earned may be admitted to candidacy for selection to membership.

Students’ eligibility shall then be considered based on their service, leadership, and character. Candidates must have a minimum cumulative grade point average of 3.5. Candidates who meet the criterion for scholarship shall be notified by the NHS advisor at the end of the fall semester. During a candidate’s meeting, all eligible candidates will be informed of the other requirements for membership.

Leadership and Service
Service is considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing services. The NHS candidate should be one who contributes to the betterment of school, classmates, and community and who exhibits a positive attitude towards service.
Candidates shall be evaluated in the areas of service and leadership by the Faculty Council. An activity sheet shall be completed by the candidate on which he/she lists all activities for the current school year. Activities may include school clubs and sports teams, church and community organizations. Jobs and classes outside of school do not qualify for points. Candidates are required to have participated in a minimum of three activities during the current school year, one of which must be school-based. For verification purposes, all activities recorded on the activities sheet must be signed by the advisor or coach.

Character
Character is difficult to define; however, “a candidate for membership in National Honor Society will be able to demonstrate an outstanding record of conduct and behavior with regard to school and community rules, or to be able to demonstrate sufficient growth and improvement to compensate for previous inadequacies.” (NHSH, p. 28) A person of character demonstrates the qualities of respect, responsibility, trustworthiness, fairness, caring, and citizenship as defined by Character Counts!

The candidate shall be responsible for distributing four (4) teacher recommendation forms to teachers who are currently teaching the candidate or who have taught him/her during the previous school year. Ratings will be completed by the teachers. To allow for confidentiality, teacher will submit completed forms to the NHS advisor. A candidate must receive a total score of 120 out of the possible 160 points on the rating forms.

Any suspension from school or proven incident of cheating during the school year prevents induction into the Queen Anne's County Schools' Chapters of NHS.

The candidate may appeal non-selection in writing to the Faculty Council and has the right to appear in person before the Council, on an established date to make his/her case. The Faculty Council will either approve or reject the appeal and notify the students in writing of their decision.

National Art Honor Society (NAHS)

In 1978, the National Art Education Association began the NAHS program to inspire and recognize students who have shown an outstanding ability and interest in art. The program supports members in their efforts to attain the highest standards in art scholarship, character, and service, and to bring art education to the attention of the school and community.

For students to achieve high standards, art programs must maintain a substantive focus by choosing art content that includes complex problem-solving and higher order thinking skills, and serious alignment of curriculum, instruction, assessment, and professional development that results in student learning. Students are invited into membership based on artistic excellence, work ethic, dependability, and character.

Membership in the National Honor Society is an honor bestowed upon deserving students by the visual arts faculty and shall be based on the criteria of scholarship, service, leadership, and character.

Eligibility
To be eligible for selection to membership in Queen Anne's County in this chapter, the candidate must be a high school student, grades 10 - 12, who has completed a period equivalent to one semester of art in the school. A transfer candidate must be in attendance for a period of at least one semester at the high school as well. He/she must demonstrate the qualities of scholarship, leadership, character, and service as measured by school rating sheets based on a point system developed by the high school's National Chapter Sponsor.

Each member must maintain a 3.0 average in all Art classes. Members may remain active during such time when there is no art on their class schedule. Seniors earn their honor cords for graduation by completing a senior project. Each student must have had at least two recommendations from the art faculty. The selected students will receive an invitation to join NAHS at an official induction reception.

Scholarship Opportunities
There are numerous scholarship opportunities available only for National Art Honor Society members:

- Columbus College of Art and Design
CCAD offers scholarships to National Art Honor Society certificate holders who submit copies of their certificates.
- Certificate holders are eligible for $4,000 tuition scholarships ($1,000 per year for four years).
- National Art Honor Society-related scholarships are coordinated with other financial aid awards.

- The Art Institutes
  High school seniors graduating who also belong to the National Art Honor Society may apply for a National Art Honor Society Scholarship. Tuition scholarships for first-, second-, and third-place awards may be applied at The Art Institutes school of recipient’s choice. Scholarship Awards:
  - First place: $20,000 tuition scholarship
  - Second place: $10,000 tuition scholarship
  - Third place: $5,000 tuition

- Scholarship Maryland Institute of Art
  Fifty $4,000 to $8,000 merit-based scholarships allocated over 4 years are awarded each year to high school seniors who are members of the National Art Honor Society. You must be accepted for admission to MICA in order to receive a scholarship/award.

- Charles M. Robertson Memorial Scholarship
  This 4-year partial scholarship to the Pratt School of Art & Design in Brooklyn, New York, recognizes brilliance in student art achievement and artistic involvement at the high school level.

Awards
There are numerous national awards opportunities available only for National Art Honor Society members:
- Rising Star Secondary Recognition Program
  Promotes art education as a career by recognizing up to 50 talented, active NAHS members.
- Outstanding NAHS Sponsor Award
  Recognizes the dedication of an NAEA member who sponsors an outstanding NAHS Chapter.
- Outstanding NJAHS Sponsor Award
  Recognizes the dedication of an NAEA member who sponsors an outstanding NJAHS Chapter.
- The Alliance for Young Artists & Writers (Scholastic Art & Writing Awards)
  All students in grades 7-12 can submit work in 28 categories of art and writing. The awards identify teenagers with exceptional artistic and literary talent and bring their remarkable work to a national audience through recognition, exhibition, publication, and scholarship opportunities.

Leadership and Service
To remain a member in good standing, a member must pay annual dues and complete a certain number of service hours, attendance at meetings and participation in projects, activities and fundraisers in the visual arts each year. The number of hours, meeting frequency, and projects will be determined by each school’s teacher designated as the NAHS Chapter Sponsor. To graduate with NAHS honors and earn the right to wear a NAHS honor cord, pin, or tassel at graduation, a member must remain in good standing until the graduation date.

Service is considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing services. The NAHS candidate should be one who contributes to the betterment of school, classmates, and community and who exhibits a positive attitude towards service.

Character is difficult to define; however, “a candidate for membership in National Art Honor Society will demonstrate the qualities of respect, responsibility, trustworthiness, fairness, caring, and citizenship as defined by Character Counts!”

National Technical Honor Society (NTHS)
Membership in The National Technical Honor Society (NTHS) will honor student achievement and leadership, promote educational excellence, award scholarships, and enhance career opportunities for the students completing a pathway in a Career Technical Education program. This program will provide the highest quality recognition for outstanding students in career and technical education. There are numerous national scholarship opportunities for the members of NTHS as well as providing relationships with businesses and industry.
Joining NTHS is an important career investment, respected by business, industry, and education that will add value and prestige to your college or professional portfolio.

To be eligible for selection to membership in the Queen Anne’s County National Technical Honor Society chapter, the candidate must meet the national and local membership standards. The student should demonstrate scholastic achievement, skill development, leadership, honesty, responsibility, and good character. Membership in a career/technical student organization (CTSO) is important to leadership development and career preparation and therefore, strongly encouraged.

Membership in the NTHS will be determined by the student’s GPA in the CTE pathway. Students must possess and maintain a minimum of a 3.0 overall GPA (without weighting) and a minimum of a 3.5 GPA in the CTE pathway courses. Students should be enrolled or have completed the concentrator course (3rd course) in the CTE Pathway.

Students are nominated by the NTHS selection committee, CTE Faculty, CTE Supervisor, or invited to apply by the school counselor or instructor. Students must be in a current CTE pathway, completed at least 2 of the required courses and enrolled in the 3rd course in the pathway.

Students must maintain a minimum of 95% attendance rate and have no discipline referrals within the past two school years. Any suspension from school or proved incident of cheating during the school year prevents induction into the Queen Anne’s County Chapter of NTHS. Failure to meet any requirements will be subject for removal from the NTHS without a refund of dues.

Students applying for a membership in the chapter will be required to pay the one-time national fee of $25.00, annual membership dues in the NTHS will be $10.00 per student. Fundraising events may offset the costs of membership. Students in good standing will receive an honor cord/stole to wear at graduation.

For more information contact the school advisor, CTE Supervisor or https://www.nths.org.

II. PROGRAM OFFERINGS

Pathway Programs

In Queen Anne’s County Public Schools, students need to earn a minimum of 26 credits to graduate. These credits are divided into four groupings:
- State Requirements
- Cluster Pathway Requirements
- Two Advanced Tech Ed Credits
- Elective Requirements

Assigned school counselors will help students develop a Four Year Plan to organize the sequence of earning credits.

Students are expected to select a general career cluster to help them start thinking about a context for their education. Within each cluster, there are a number of “pathways”. Each “pathway” is a series of four or more specific courses that help students prepare for further education and/or the world of work within that general career cluster. Queen Anne’s County Public Schools offers “pathways” in the following cluster areas:
- Arts, Media, and Communication
- Business Management and Finance Education
- Construction and Development
- Consumer Services, Hospitality and Tourism
- Environmental, Agriculture & Natural Resources
- Health and Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering, and Technology
- Transportation Technologies

Each student must complete all the courses of at least one “pathway” in order to graduate from Queen Anne’s County Public Schools. Specific “pathways” are outlined on the following pages.

**CTE courses are designed to be taken in the order they are listed. The first two courses must be taken before the concentrator (3rd) and completer courses (4th course).**

All credits earned that are not used to meet State Requirements or a specific “pathway” requirement, count as Elective Requirements and help students reach the required 26 credits for graduation. This allows students to complete more than one pathway, or to change pathways during the high school experience.

**Queen Anne’s County Public Schools Pathways, Required Courses, and Locations**
CTE pathway required courses are designed to be taken in the sequence listed below. A passing grade is required to successfully continue the pathway/sequence of courses.

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>PATHWAY</th>
<th>REQUIRED COURSES</th>
<th>LOCATION</th>
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<tr>
<td>Apprenticeship Maryland</td>
<td>Apprenticeship Related Instruction (1 Credit) 1.</td>
<td>KIHS QACHS</td>
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<td></td>
<td>Apprenticeship Work Experience (450 Hours-3 Credits) 2.</td>
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<td>Arts, Media and Communication</td>
<td>Interactive Media Production</td>
<td>1. Principles of Arts, Media and Communication 1.</td>
<td>KIHS QACHS</td>
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<td>Interactive Multimedia Production 2.</td>
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<td>Advanced Interactive Multimedia Production 3.</td>
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<td>Interactive Media Portfolio Capstone 4.</td>
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<tr>
<td>Business Management and Finance</td>
<td>Accounting and Finance</td>
<td>1. Principles of Business Administration and Management 1.</td>
<td>KIHS QACHS</td>
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<td>Principles of Accounting and Finance 2.</td>
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<td>Advanced Accounting 3.</td>
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<td>Accounting and Finance Capstone 4.</td>
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<td>Administrative Services</td>
<td>1. Principles of Business Administration and Management 1.</td>
<td>KIHS QACHS</td>
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<td>Principles of Accounting and Finance 2.</td>
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<td>Office Systems Management I 3.</td>
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<td>Office Systems Management II 4.</td>
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<tr>
<td>Business Management and Finance Education</td>
<td>Marketing</td>
<td>1. Principles of Business Administration and Management 1.</td>
<td>KIHS QACHS</td>
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<td>Principles of Accounting and Finance 2.</td>
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<td>Introduction to Marketing 3.</td>
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<td>Advanced Marketing Capstone 4.</td>
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<tr>
<td>Construction and Development</td>
<td>Construction Design and Management</td>
<td>1. Introduction to Architecture, and Construction 1.</td>
<td>KIHS QACHS</td>
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<td>3D Architectural Modeling and the Construction Industry 3.</td>
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<tr>
<td>Construction Trades and Maintenance Profession: Carpentry</td>
<td>Construction Trades and Maintenance Profession: Carpentry</td>
<td>1. Introduction to Carpentry I 1.</td>
<td>QACHS</td>
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<td>2. Introduction to Carpentry II 2.</td>
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<td>Intermediate Carpentry (2 Credits) 3.</td>
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<td>Advanced Carpentry (2 Credits) 4.</td>
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<td>Construction Trades and Maintenance Profession: Masonry</td>
<td>Construction Trades and Maintenance Profession: Masonry</td>
<td>1. Introduction to Masonry I 1.</td>
<td>QACHS</td>
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<td>2. Introduction to Masonry II 2.</td>
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<td>Intermediate Masonry 3.</td>
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<td>Advanced Masonry 4.</td>
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<td><strong>Construction Trades and Maintenance Profession:</strong> Welding</td>
<td>1. Introduction to Welding I 2. Introduction to Welding II 3. Intermediate Welding (2 credits) 4. Advanced Welding (2 credits)</td>
<td>QACHS</td>
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<tr>
<td><strong>Consumer Services, Hospitality and Tourism</strong> Careers in Cosmetology</td>
<td>1. Cosmetology I (10th Fall &amp; Spring) (2 Credits) 2. Cosmetology II (11th Fall) (2 Credits) 3. Cosmetology III (11th Spring) (3 Credits) 4. Cosmetology IV/Careers in Cosmetology (12th Spring) (1500 hours required for state certification) (3 Credits)</td>
<td>QACHS</td>
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<tr>
<td><strong>Environmental, Agriculture and Natural Resources</strong> Curriculum for Agricultural Science (CASE)</td>
<td>1. Introduction to Agriculture 2. Principles of Agricultural Science, Animal and/or Plant 3. Food Science and Safety 4. Agricultural Business Research and Development Capstone</td>
<td>QACHS</td>
<td></td>
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<tr>
<td><strong>Health and Biosciences</strong> Academy of Health Professions</td>
<td>1. Foundations of Medicine and Health Science 2. Structure and Functions of the Human Body 3. Medical Specialty (CNA/GNA) 2 Credits 4. Certified Clinical Medical Assistant Clinical Internship</td>
<td>QACHS</td>
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III. DUAL ENROLLMENT OPTIONS

Dual Enrollment

Queen Anne’s County Public Schools, in partnership with Chesapeake College, Anne Arundel Community College and Washington College, offers opportunities for eligible students to participate in a Dual Enrollment program in which students will earn both high school and college credit at the same time. Grades will appear on the high school transcript and be calculated in the GPA.

Students who are in their junior and senior years have the opportunity to participate in the Dual Enrollment program. Students can take classes on campus at Anne Arundel, Chesapeake, Washington and/or on the campuses of Queen Anne’s High School and/or Kent Island High School. College credit earned while in high school will be applied toward the 26-credit high school graduation requirement or as additional elective credit. Dual Enrollment offers students an opportunity to jump-start their college education and get early experiences in the college environment. College applications must be submitted and requirements for Dual Enrollment must be met.

As part of the Dual Enrollment agreement students will receive a discount on tuition from Anne Arundel and Chesapeake. The discount is a 50% discount off out of county tuition for Anne Arundel and a 25% discount off in county tuition for Chesapeake. See the School Counseling Office for more information.

Eligibility Requirements:
• Age 16 years or older
• GPA of 2.5 or better for Chesapeake College, GPA of 2.0 or better for Anne Arundel Community College
• Junior or Senior class standing
Caution to Students and Parents/Guardians of Dual Enrollment Students

Some college courses may be applied towards certain high school graduation requirements. Students and parents/guardians should use extreme caution in taking college classes that will be applied towards high school graduation requirements of any kind. Students who drop a college class by the designated college drop date **MUST** consult with their high school counselor prior to dropping. **If students drop after 5 class sessions this would result in a “W” indicated on their high school transcript and will be calculated as a failing grade.** Students who take 2 semesters of Dual Enrollment in place of high school English IV must take one class in the spring semester of the Junior year and the second class in the fall semester of the Senior year. Students attending Chesapeake College would take English 101/111 and 102/112 (6 credits). Students attending AACC may take ENG 121 and an ENG elective to satisfy the English IV requirement (6 credits). A college advisor can assist with more information regarding satisfaction of program requirements.

Failure to successfully complete such classes would result in a denial of graduation privileges. Therefore, all Dual Enrollment students are required to consult with their school counselor for appropriate planning of these courses early in their junior year.

**Note:** Dual Enrollment participants will be responsible for the college calendar which is not necessarily aligned with the high school calendar. Students will be expected to attend classes during fog delays, weather closings and school holidays, IF the college is open.

All students must be enrolled in 4 classes each semester, either through Dual Enrollment or high school courses.

An unsatisfactory Dual Enrollment performance will require additional steps before a student can enroll in additional Dual Enrollment classes. An unsatisfactory performance includes students who fail or withdraw from a college class. If these students wish to take additional Dual Enrollment classes they must have a meeting with their parent and high school counselor prior to enrolling in more classes to determine if additional Dual Enrollment classes are an appropriate option.

**Procedures**

- Talk with your parents/guardians about the possibility of earning Dual Enrollment credits.
- Meet with your school counselor to discuss your interest in Dual Enrollment. Students are responsible for their own transportation however, if transportation is needed, please see your school counselor for options.
- Fill out a college application, Dual Enrollment Certification Form and parent permission slip.
- Meet with a College Advisor when they visit your high school or go to the college campus to meet with an advisor there to discuss which class you want to take.
- If you do not qualify for testing exemptions the Accuplacer Test is required prior to enrollment. The Accuplacer Test is a placement test used by community colleges, four year colleges, and technical schools around the world, including Chesapeake College and Anne Arundel CC. The Accuplacer is used to identify placement in college math and English courses. More information can be found at [http://accuplacer.collegeboard.org/students](http://accuplacer.collegeboard.org/students)

**NOTE:** Students are responsible for tuition, which is a 25% reduction of in county tuition for Chesapeake College and a 50% reduction of out of county tuition for Anne Arundel. Students are encouraged to speak with his/her school counselor about other possible tuition reductions. All students are responsible for paying all other college fees and textbook costs.

**Early College Academy Programs**

Early College Academy Programs occur when high school students take both high school courses and college courses for both high school credit and college credit while earning both a high school diploma and an associate’s degree from an institution of higher education in four years. Early College Academy Programs expand on the concept of dual enrollment while providing more opportunity for more students to experience rigorous high school and college course-work within a personalized pathway that meets his or her individual needs. Each high school within the district will continue to pilot an Early College Academy Program. For more information, scheduling, and pathway opportunities students and parents/guardians should see their school counselor.

**Washington College’s More Able Program**

Seniors may take one course per semester tuition free at Washington College. Registration fees will apply.

**Qualifications:**

- Seniors Only
- At least a 3.5 GPA
• Recommendation by School Counselor
  Students should see their school counselors for more information and scheduling.

**Articulation Agreements**

Queen Anne’s County Public Schools maintains articulation agreements with Maryland Institutes of Higher Learning, as well as some out of state colleges or Universities. These colleges award college credit to high school students who demonstrate mastery of content in certain courses where those competencies overlap or coincide with competencies in a parallel career college or post-secondary technical classes. The majority of our Career Technology Education (CTE) programs have an articulated or transcripted agreement with an Institute of Higher Learning or a Technical School.

See the high school counselor and college academic advisors for more information and to determine if your high school program of study qualifies for college credits. You may contact the Career Technology Education Supervisor at the Board of Education for more details.

**Completion of articulated programs must be identified upon application to the articulated college or university**

For all CTE articulation agreements with Chesapeake College, students must visit the website to complete the proper Form Evaluation Of Credit. Click here for more details: [http://www.chesapeake.edu/admissions/adCat.asp?t=ct](http://www.chesapeake.edu/admissions/adCat.asp?t=ct)
The form can be obtained by clicking this link: [Form for Evaluation of CTE Program Credits](#)

**IV. SUPPLEMENTAL PROGRAMS**

**Work-Based Learning Programs**

**Directed Work Experience Program**

Directed Work Experience (DWE) provides career employment in the student’s Career Technology Education (CTE) completer program or the student’s ultimate career goal. A student may be required to complete a Capstone Course as part of his/her Career Technology Education Program. This Capstone Course may require a Directed Work Experience to complete the Program of Study. A training plan is developed by the employer and the DWE School Contact, where the employer provides supervision of the student’s duties to ascertain that the learning plan is followed and that tasks are performed correctly. Students are visited at the work site by the DWE School Contact, and are evaluated by both the employer and the school. A DWE job is real employment: the student interviews for the job and follows the procedure any citizen must follow to obtain a specific career position. No student is hired unless the employer believes he/she meets the job requirements. This could be a paid or unpaid experience. All students will receive credit for the DWE depending upon student’s needs. All DWE assignments must relate to the student's program of study.

**Internship Program**

The INTERNSHIP Program provides students an opportunity to experience career exploration at community businesses or agencies. This is a credit-bearing course scheduled on an individual basis, depending upon each student’s need. Students receive no monetary compensation. Through such experiential learning, young people can set and test goals for future education and work, and learn what is required for success in the workplace.

The process for Work Based Learning programs would include the following:
1) An agreement will be established between the professional/business person and the coordinator, describing the skills expected of the student on the job, and the orientation towards the ultimate career goal, which the student will receive.
2) Supervision will be conducted by the school contact with regular communication between the school and the professional/business employer.
3) Students will receive school credit for work but may or may not receive monetary compensation.
4) The student must be a senior and on-schedule for meeting all graduation requirements by the end of the school year.
5) The student must have achieved at least a 1.75 GPA in the semester prior to the proposed WBL experience.
6)
7) In the semester prior to the proposed WBL experience, the students must have demonstrated a satisfactory pattern of punctuality and attendance that included no more than seven absences.

8) The student must have a valid driver’s license, appropriate insurance, and his/her own transportation if needed for the Work-Based Learning experience.

9) The Students must complete the reflection assignment and Work-Based Learning School Contact evaluation and turn them in at designated periods.

10) The student must complete work assignments during the school day to be approved for early dismissal to qualify for the work based learning experience. WBL is not intended for after school employment.

11) If a student does not pass the first semester of the WBL program, they are not eligible to participate for the second semester.

12) The program approval process is as follows:
   A. A school counselor will review the student’s transcript and submit a recommendation to the School Contact.
   B. The student must have completed all required forms and forward them to the School Contact for final approval.
   C. The student will complete the student section of a work-based learning survey, from the State Board of Education, and give it to his/her site supervisor for completion of the supervisor’s section.

Parent/Guardian Responsibilities

- Review the application packet carefully to make sure you understand the requirements.
- Discuss the internship, career goals and the responsibilities of employment with your son/daughter.
- Have periodic discussion about the internship’s value and impact.
- Accept full responsibility for arranging transportation from home to the work site and back.
- Understand that students will be assigned a grade for the completion of assignments from the School Contact.

Required Items

Assemble application using the forms provided for resume, complete writing assignment, provide recommendations, transcript, attendance record, safety certification (if required by employer), insurance verification and signed certification. In order to receive credit, students must complete the application process, complete minimally 140 hours in the workplace, receive satisfactory evaluations based on the learning plan and complete the course requirements, as assigned.

For more information, contact: School Counseling Office and Work-Based Learning School Contact.

V. STUDENT SUPPORT PROGRAMS AND SERVICES

School Counseling Services

School counseling is an educational service planned to assist students in the areas of career, academic, and social/emotional development.

School counselors work with individuals and groups of students and are available for conferences with parents/guardians. A student desiring a conference should contact the School Counseling Office.

Transcript Requests

- There will be a fee of $1.00 charged for each official transcript.
- There will be no fee for an unofficial copy of a transcript
- The Principal may waive the transcript fee in certain hardship situations.

Naviance

An online resource is available to help every student has the potential for post-secondary success. We have developed an innovative online solution that will help guide students towards college and career readiness. Recognizing that the academic decisions students make early on can have a far reaching impact on opportunities that are available as they approach graduation.
Naviance Family Connection is available to all Queen Anne’s County Public School students and parents.

http://connection.naviance.com/qachs or http://connection.naviance.com/kentisland

Students will use their student number (computer ID and password) to gain access to their personal account. Here they may complete a variety of counselor directed activities from career searches and personalized four year academic plans to college searches and exploration. Students will have access to this account for seven years after graduation as a career planning resource as well as alumni and survey information.

ACCESS
ACCESS for EL’s 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English Learners. It is given annually and serves as one of multiple measures used to determine whether students are prepared to exit English language support programs. It helps students and families understand students’ current level of English Language proficiency. For additional information, please contact the Supervisor of ESOL Services at 410-758-2403.

Gifted and Talented Services

Philosophy
Students come to our schools with unique combinations of abilities and talents, learning rates, learning styles, and learning experiences. We believe that our schools have the responsibility to:

- recognize demonstrated and potential talents.
- provide flexible and multifaceted programs which enable students with talent to attain full potential in a variety of appropriately challenging learning environments.

The philosophy adopted by Queen Anne’s County Public Schools reflects contemporary knowledge and thinking about the nature of giftedness, recognizes “talent behaviors,” and fosters the development of an inclusive, rather than an exclusive, approach to gifted/talented education.

Definition of Giftedness
Gifted and Talented students are those with outstanding talent and ability who perform or show potential for performing at remarkably high levels of accomplishment when compared with their chronological peers. These students exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. Because of their unique ability, gifted and talented students have distinctive educational needs that require differentiated learning opportunities.

Types of Gifted Services

Differentiated Instruction
Modifying curriculum and instruction according to content, process, or product to meet unique student needs in the classroom.

After School Enrichment Clubs
Interest related clubs that meet after school hours. Participation is voluntary and transportation is not provided. Examples include but are not limited to Engineering Club, Chess Club, Ecology Club, etc.

Independent Study
A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing or managing his/her own learning.
Summer Centers and Camps
The Maryland Summer Center Program, in partnership with public and nonpublic agencies, provides Maryland's diverse gifted and talented population with advanced rigorous, experiential learning opportunities that nurture these students' talents and abilities within unique learning environments. One to three weeks in duration, these residential or non-residential summer courses cover a wide range of interests from computer sciences, to history, to fine arts to STEM. For further information, contact the MSDE Summer Center at 410-767-4821 or log on to their website. www.marylandpublicschools.org/summercenters

Advanced Placement Courses
A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher learning. College credit may be earned with the successful completion of an AP exam in specific content areas.

High School Honors Courses
Honors courses are designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational knowledge of the discipline.

Dual Enrollment
Dual enrollment occurs when high school students take college courses for college credit. It is a means of providing high school students greater access to a wider range of rigorous academic and technical courses.

Early College Academy Programs
Early College Academy Programs occur when high school students take both high school courses and college courses for both high school credit and college credit while earning both a high school diploma and an associate’s degree from an institution of higher education. It is a means of providing more high school students with greater access to a wider range of rigorous academic and technical courses to meet their post-secondary career goals.

High School Internships
The Internship program provides students an opportunity to experience career exploration at community businesses or agencies. Through such experiential learning, young people can set and test goals for future education and work, and learn what is required for success in the workplace.

Special Education Programs and Services
It is the mission of Queen Anne’s County Public Schools (QACPS) to assure that every child will learn by providing rigorous educational programs that challenge and engage all students, school environments that are safe, friendly and nurturing and exceptional faculty and staff who are committed to providing a child centered climate. For students with disabilities, achieving high levels of learning and being prepared for post-secondary education, work and the community requires alignment of a student’s course of study with the knowledge, concepts and skills for each required content area.

Highly qualified teachers, as defined by state and federal laws and regulations, must deliver curriculum content. Therefore, planning, designing and delivering the curriculum must be a collaborative effort between general education and special education teachers to assure a free appropriate public education (FAPE) in the least restrictive environment, as determined by the Individualized Education Plan (IEP) team.

IEPs are the educational roadmap for students with disabilities. The IEP identifies the specially designed instruction, research-based instructional strategies, any special services and accommodations, related services, extensions and modifications needed by an individual student to make sure the student has the supports needed to learn and makes progress in the general education curriculum. School teams, in partnership with parents, develop IEPs based on diagnostic assessments and identified educational needs. Each plan includes goals and objectives, services required to implement the plan and a statement of how and where each plan will be implemented.

Transition Services
Transition becomes an important component in planning for students with disabilities, beginning at age 14 and updated annually thereafter. Transition services are a coordinated set of activities for students with disabilities designed to facilitate the child’s movement
from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Transition planning includes:

- helping students to identify their interests, preferences and needs.
- identifying possible post-school outcomes for each student (such as career direction, further education or training, independent living, community access, leisure and recreation skills, needed support services).
- developing a coordinated set of activities that will help each student reach these outcomes.
- preparing the student and parent to assume responsibility for accessing services and requesting needed accommodations in the community (called self-advocacy).
- linking students and parents with opportunities and experiences in the employment/business community.
- linking students and parents with further education and training options.
- linking students and parents with adult support service providers.

**Benedictine Supported Employment and Training Center**

The Benedictine Supported Employment and Training Center, with support through the Division of Rehabilitation Services (DORS), has partnered with Queen Anne’s County Public Schools to offer vocational training. The training center offers Workplace Readiness, Self Advocacy, Retail and Hospitality trainings to high school students who have Individual Education Plans (IEPs) and are working towards a certificate of completion. The Center has partnered with retail and hospitality businesses in the community to offer students quality, hands-on work experiences. Students also receive classroom instruction on vocational soft skills (e.g. appropriate communication with colleagues and supervisors, proper work attire for interviewing and work) that lead to success in the work world.

**Program at Chesapeake College with the Division of Rehabilitative Services (DORS)**

Chesapeake College and the Division of Rehabilitative Services (DORS) offer vocational classes through the Division of Continuing Education & Workforce Training. This program has been designed for students who are age 18 to 21, working toward a Certificate of Program Completion, and in the process of transitioning into postsecondary employment and education. Students explore skills for employment in designated career/occupational areas and secure transferable life skills. Additional topics covered include an introduction/overview of Chesapeake College, career self-assessment, and soft skills such as time management, workplace etiquette, introduction to financial literacy, resume writing, and interviewing skills.

**Adolescent Single Parent Services**

The purpose of this program is to assist young parents in obtaining the requisite skills and personal attributes to be successful parents and productive members of the community. Resources within the school system as well as those in the community are utilized to address the problematic effect of adolescent pregnancy and single parenthood.
VI. COURSE DESCRIPTIONS

The courses listed on the following pages are offered by Queen Anne’s County Public high schools. Course descriptions in this guide are based upon career pathways, instructional objectives and course standards. *Course availability is dependent upon the special needs of the school population, the staffing allocation at each school, and the expertise of each school’s staff. Programs will be offered only if there is sufficient enrollment or space available.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course ID#(s)</th>
<th>Grades(s)</th>
<th>1 credit</th>
<th>Possible Credits/Class Length/Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Technological Applications</td>
<td>ATEC</td>
<td>H08372</td>
<td>Grades 11-12</td>
<td>see Legend below for icon meaning.</td>
</tr>
</tbody>
</table>

In the Advanced Technological Applications course, students study four components of the Designed World: Information Technology, Agriculture and Bio-related Technologies, Medical, and Entertainment/Recreation. The Advanced Technological Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology’s development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved as the students address the complexities of technology that stem from designing, developing, using, and assessing technological systems. *Recommendation:* Students must successfully complete the Basic Technology Education credit.

**Course Description** - an overview of the content of the course and may contain additional information, such as student expectations, class assignments, and details about exams and certifications.

**Recommendations** - requirements needed before a student can take this class.

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**Legend**

Please refer to the legend below for the meaning of the icons used to describe the courses.

- **KIHS** – Offered at KIHS Campus Only
- **QACHS** – Offered at QACHS Campus Only
- **HON** – Honors Course Available
- **TE** – Technology Education Credit
- **ATEC** – Advanced Technology Education Credit
- **FW** – Fine Arts
- **W** – Weighted Grade

**Career & Technology** - 28  
**Certificate of Completion Courses** - 48

- **English** - 52
- **Fine Arts** - 55
- **Health** - 63
- **Mathematics** - 63
- **Physical Education** - 68
- **Science** - 69
- **Social Studies** – 73
- **Technology Education** - 76  
**World Languages** - 76
# Program Offerings

Career Pathways, Required Courses and Certifications

## Queen Anne's County Public Schools Pathways

CTE pathway required courses are designed to be taken in the sequence listed below. A passing grade is required to successfully continue the pathway/sequence of courses.

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>PATHWAY</th>
<th>REQUIRED COURSES</th>
<th>AVAILABLE CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Apprenticeship Related Instruction (1 Credit)</td>
<td>Adobe Creative Suite</td>
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<tr>
<td></td>
<td></td>
<td>2. Apprenticeship Work Experience (450 Hours-3 Credits)</td>
<td>Including: Adobe Certified Associate (ACA)</td>
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<td></td>
<td></td>
<td></td>
<td>and Adobe Certified Expert (ACE)</td>
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<td></td>
<td></td>
<td></td>
<td>Dreamweaver, Flash</td>
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<td></td>
<td></td>
<td></td>
<td>Illustrator, InDesign,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Photoshop, or Premiere Pro</td>
</tr>
<tr>
<td></td>
<td>Apprenticeship Maryland</td>
<td>1. Principles of Arts, Media and Communication</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Interactive Multimedia Production</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. Advanced Interactive Multimedia Production</td>
<td></td>
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<tr>
<td></td>
<td>Arts, Media and Communication</td>
<td>4. Interactive Media Portfolio Capstone</td>
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<tr>
<td></td>
<td>Interactive Media Production</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Accounting and Finance</td>
<td>1. Principles of Business Administration and Management</td>
<td>Microsoft Office Exam (MOS) Excel</td>
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<tr>
<td></td>
<td></td>
<td>2. Principles of Accounting and Finance</td>
<td>CLEP Exam</td>
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<td>3. Advanced Accounting</td>
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<td>4. Accounting and Finance Capstone</td>
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<td></td>
<td>Administrative Services</td>
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<tr>
<td></td>
<td>Business Management and Finance</td>
<td>1. Principles of Business Administration and Management</td>
<td>Microsoft Office Specialist (MOS) or</td>
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<tr>
<td></td>
<td></td>
<td>3. Office Systems Management I</td>
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<tr>
<td></td>
<td></td>
<td>4. Office Systems Management II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>1. Principles of Business Administration and Management</td>
<td>Microsoft Office Exam (MOS)</td>
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<td></td>
<td></td>
<td>2. Principles of Accounting and Finance</td>
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<td></td>
<td></td>
<td>3. Introduction to Marketing</td>
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<td></td>
<td>4. Advanced Marketing Capstone</td>
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<tr>
<td></td>
<td>Carpentry</td>
<td>1. Introduction to Carpentry I</td>
<td>National Center for Career and Education – (NCCER)</td>
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<td></td>
<td></td>
<td>2. Introduction to Carpentry II</td>
<td>Core: Intro. Craft Skills plus Level 1 of Trade area</td>
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<tr>
<td></td>
<td>Construction and Development</td>
<td>3. Intermediate Carpentry (2 Credits)</td>
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<td></td>
<td></td>
<td>4. Advanced Carpentry (2 Credits)</td>
<td>Autodesk – AutoCAD</td>
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<tr>
<td></td>
<td>Construction Design Management</td>
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<td>Autodesk – Revit</td>
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<tr>
<td></td>
<td>1. Introduction to Architecture and Construction</td>
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<tr>
<td></td>
<td></td>
<td>2. Principles of Architecture and Construction</td>
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<td></td>
<td></td>
<td>3. 3D Architectural Modeling and the Construction Industry</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Advanced Architecture and Construction</td>
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<tr>
<td></td>
<td>Masonry</td>
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</tr>
<tr>
<td></td>
<td>1. Introduction to Masonry I</td>
<td>National Center for Career and Education – (NCCER)</td>
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<td></td>
<td></td>
<td>2. Introduction to Masonry II</td>
<td>Core: Intro. Craft Skills plus Level 1 of Trade area</td>
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<td>3. Intermediate Masonry (2 Credits)</td>
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<td></td>
<td>4. Advanced Masonry (2 Credits)</td>
<td></td>
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<tr>
<td></td>
<td>Welding</td>
<td>1. Introduction to Welding I</td>
<td>National Center for Career and Education – (NCCER)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Introduction to Welding II</td>
<td>Core: Intro. Craft Skills plus Level 1 of Trade area</td>
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<tr>
<td></td>
<td></td>
<td>3. Intermediate Welding (2 Credits)</td>
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<tr>
<td></td>
<td></td>
<td>4. Advanced Welding (2 Credits)</td>
<td></td>
</tr>
</tbody>
</table>
| Consumer Services, Hospitality and Tourism | Careers in Cosmetology | 1. Cosmetology I (10th Fall & Spring)  
2. Cosmetology II (2 Credits Fall 11th)  
3. Cosmetology III (2 Credits Spring 11th)  
4. Cosmetology IV/Careers in Cosmetology (2 Credits Fall and Spring 12th)  
(1500 hours required for state certification) | MD State Board of Cosmetologist License |
|--------------------------------------|------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------|
| Environmental, Agriculture and Natural Resources | Curriculum for Agricultural Science (CASE) | 1. Introduction to Agriculture  
2. Principles of Agricultural Science, Animal and/or Plant  
3. Food Science and Safety  
4. Agricultural Business Research and Development Capstone | Under Development by CASE |
| Health and Biosciences | Academy of Health Professions | 1. Foundations of Medicine and Health Science  
2. Structure and Functions of the Human Body  
3. Medical Specialty (CNA/GNA) 2 Credits  
4. AHP Capstone 1 (2 Credits) Certified Clinical Medical Assistant  
5. AHP Capstone 2 (2 Credits) Clinical Internship | Certified Nursing Assistant (CNA)  
Geriatric Nursing Assistant (GNA)—CNA is a prerequisite for GNA  
National Nurse Aid Assessment Program (NNAAP)  
National Health Careers CCMA Certification Assessment |
| PLTW Biomedical Science | 1. Principles of the Biomedical Sciences  
2. Human Body Systems  
3. Medical Interventions  
4. Biomedical Innovation | Eligible for 4 credits in BIO 113 Transcribed Credit  
Stevenson University |
| Human Resource Services | Firefighter I/Emergency Medical Responder | 1. Firefighter I  
2. Emergency Medical Responder/FFII  
3. Hazardous Materials/Operations  
2. Homeland Security Science  
3. Homeland Security Science Research Methods and Applications  
4. Homeland Security Capstone | N/A |
2. Introduction to Geographic Information Systems  
3. Advanced Geographic Information Systems and Remote Sensing  
4. Homeland Security Capstone | ArcGIS Desktop Entry 10.4 |
| Teacher Academy of Maryland | 1. Human Growth and Development  
2. Teaching as a Profession  
3. Foundations of Curriculum and Instruction  
4. Education Academy Internship | Para Pro Exam |
| Information Technology | IT Computer Science | 1. Foundations of Computer Science  
2. AP Computer Science Principles  
3. AP Computer Science A  
4. Computer Science Capstone | AP Computer Science |
| Manufacturing, Engineering and Technology | PLTW Engineering | 1. Intro to Engineering Design  
2. Principles of Engineering  
3. Digital Electronics  
4. Civil Engineering or Aerospace Engineering  
5. Engineering Design and Development | Transcribed Credit with the University of Maryland Baltimore County based on test scores and review of student portfolio or Rochester Institute of Technology (RIT) based on test scores* |
| Transportation Technologies | Automotive Technology | 1. Electrical/Electronic Systems I  
2. Brakes  
3. Suspension and Steering  
4. Electrical/Electronic Systems II and HVAC  
5. MLR Powertrain and Engine Repair/Engine Performance (2 Credits) | NATEF/ASE Brakes  
NATEF/ASE Electrical/Electronic Systems  
NATEF/ASE Steering and Suspension  
NATEF/ASE MLR (Maintenance Light Repair) |
Course Descriptions

CAREER AND TECHNOLOGY EDUCATION

CTE pathway required courses are designed to be taken in the sequence listed on pages 26-27 of this Program of Study. A passing grade is required to successfully continue the pathway/sequence of courses.

APPRENTICESHIP MARYLAND PROGRAM

The QACPS Apprenticeship Maryland Program is an opportunity available to juniors or seniors that are age 16 and over. The program allows students to work, and get paid, in a career field of their interest while still completing their graduation requirements.

PROGRAM ADVANTAGES

- Participants acquire invaluable career and educational experience
- Participants will be paid while still enrolled in school
- Participants will build confidence and career skills
- Participants will be part of a professional network

REQUIREMENTS

- Students must be at least 16 years of age
- Students must complete at least 450 hours of supervised work-based training
- Students must complete one credit of related educational experience
- Students must complete the program by the time of graduation

Apprenticeship Related Instruction

H15018  Grades 11-12  1 credit

Students are required to complete one year of related classroom instruction. The school systems Youth Apprenticeship Coordinator and designees are responsible for ensuring that this is reflected on the student’s schedule and that credit is earned towards high school graduation. In addition, the related classroom instruction must assist the student in meeting the goals outlined in the student training plan. The Youth Apprenticeship Coordinator and/or designees must collaborate with the classroom instructors and the Eligible Employer to coordinate the design of a realistic training plan that meets the needs of the Eligible Employer and the capacity of the classroom instructor and school district. Requirement: Must be 16 years of age to participate.

Apprenticeship Work-Based Learning (WBL) Experience

H15019  Grades 11-12  3 credits

The work-based learning apprenticeship experience takes place at the work-site and must be a paid experience (at least minimum wage) with a minimum of 450 hours. This experience is guided by a formal WBL agreement provided by the school system and a student work plan developed among the student, parent, WBL coordinator, and Eligible Employer. The student work plan identifies the appropriate competencies, duties, tasks and outcomes in academic, technical, and workplace readiness areas that apply directly to the student’s goals for a specific work-related placement.

The Apprenticeship experience focuses on the student’s interests in manufacturing and STEM-related pathways documented through various types of career-related
assessments and also based on Maryland’s career clusters/pathways and employer demand. Local School Systems will be responsible for documenting the student’s progress by providing a rubric for the student work plan to measure academic, technical, and workplace readiness. The rubric will measure the student’s level of performance for each duty and task indicated. Continuous supervision and regular communication among the student, employer, and WBL coordinator will provide the student with feedback and evaluation results from their WBL placements. In addition, the student will formulate a process for reflection and evaluation of their own skill development. Requirement: Must be 16 years of age to participate.

**ART, MEDIA, AND COMMUNICATION**

**Interactive Media Production Pathway**

This is a program within the Arts, Media and Communication Career Cluster. It includes a strong foundation in art and communication with particular emphasis on design, graphic and media communications, interactive technologies, and project development. All students develop a portfolio of work and may earn certification in Adobe Creative Suite or Web Design. Course Sequence: Principles of Art, Media and Communications, Interactive Multimedia Production, Advanced Interactive Multimedia Production, Multimedia Production Capstone.

**Principles of Arts, Media and Communication**

H09600  Grades 9-12  1 credit

This course provides students an understanding of all aspects of the Arts, Media and Communication industry. Students will become proficient in Adobe Photoshop and Adobe Illustrator computer software. They will design graphic layouts, manipulate photographic images, and create dynamic illustrations. This course meets the graduation requirements for one Fine Arts credit.

**Interactive Multimedia Production**

H09610  Grades 10-12  1 credit

This course further develops student skills in media design and the interactive media production process. Students will demonstrate their knowledge and skills in media design and production through project planning and project development. In Interactive Multimedia Production students master the fundamental skills of Adobe Flash and Final Cut Pro. Students apply traditional and computer animation techniques and create short films.

**Advanced Interactive Multimedia Production**

H09620  Grades 10-12  1 credit

In Advanced Interactive Multimedia Production students develop several websites with Adobe Dreamweaver, building on their knowledge of design and layout. They also create interactive Flash games and animations. Students will further their expertise by focusing on one or more of the Adobe Suite programs.

**Interactive Multimedia Capstone**

H09630  Grades 11-12  1 credit

This capstone course enables students to apply what they learned in their previous academic and IMP classes to complete a challenging, client-driven project. Students work in teams to design and create a solution to satisfy or fill a client’s need or want. Students are also expected to refine the products that comprise their portfolio to meet the specifications identified by the affiliate partner. Student teams make progress reports to their peers, meet regularly with their clients, and exchange constructive criticism and consultation. At the end of the course, teams present their projects to industry partners for feedback and professional review. This course equips students with the independent study skills that they will need in postsecondary education and careers in Interactive Media Production.
BUSINESS MANAGEMENT AND FINANCE

This Maryland Career and Technology (CTE) Program of Study focuses on several pathways within the Business Management and Finance Career Cluster Framework. Each program includes rigorous academics, broad cluster knowledge and skills, including advanced technical skills related to one of the specific programs of study. The programs of study are: Accounting and Finance; Administrative Services; Business Management and Finance Education; and Marketing. Skills for Success and other workforce requirements are integrated throughout the coursework. Examples include workplace readiness, computer applications, written and oral communication skills, and math skills. Industry certifications are incorporated where appropriate. Opportunities are available for students to earn college credit through articulation agreements—such as dual enrollment and CLEP exams. Each program allows students to graduate with the skills and knowledge necessary to pursue postsecondary education and entry-level business positions.

NOTE: Students completing a pathway in Business Management and Finance are recommended to take Personal Finance before their senior year. Students should consider Work Based Learning in Business or Finance fields as an option to gain employment skills.

Principles of Business (Management) and Entrepreneurship *Required
H06070 Grades 9-12 1 credit
This is one of two foundation courses required for all pathways in the Business Management and Finance Career Cluster and is essential to all pathways. This course provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Also, students explore their entrepreneurial abilities to generate their own business ideas. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society; makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity. Along with a brief historical perspective, business terminology and principles will be emphasized for business management, creativity, and entrepreneurship. Students will learn to analyze the functions of business through evaluating, planning, organizing, and controlling. Students will develop the communication skills that will be necessary for success in the workplace and college. Students will be expected to think analytically; improve written and oral communication skills; enhance listening and questioning skills; learn and practice the art of conversation; improve public speaking skills; broaden their awareness of career options; practice using teamwork to make decisions and solve problems; and learn why people skills, communications skills, and networking skills can help them succeed in their careers. Students will generate correspondence and communicate using Microsoft Word and related technologies. Students will understand the business world and be more prepared to meet their career goals and objectives.

Principles of Accounting and Finance * Required
H06050 Grades 9-12 1 credit
This is the second of two foundation courses required for all programs of study in the Business Management and Finance Career Cluster and is essential to all pathways. This course provides students with the knowledge necessary to manage and maintain a company's financial resources in daily operating decisions. A mastery of fundamental accounting concepts, skills and competencies is essential to making informed business decisions. Students will learn to apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity as they apply to various forms of manual and computerized systems for service and merchandising business. Students will apply appropriate accounting principles to payroll and tax liabilities. Students will use Microsoft Excel to apply the accounting knowledge and skills to analyze, evaluate, and understand the accounting principles. Students will identify positions and career paths in the field of accounting and will examine the role of ethics and social responsibility in decision making.

Accounting and Finance Pathway
Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for each program pathway.
Advanced Accounting
H06252  Grades 10-11  1 credit
The Advanced Accounting course provides students with accounting knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus will be on accounting procedures necessary to address long and short-term assets and investments, long and short-term liabilities, inventory management and accounting ratios used the decision-making process. A comprehensive study of the accounting procedures used in establishing corporations, declaring and paying dividends, forming and dissolving partnerships, distributing net income and owner's equity statements is included in this course. Career pathways for accounting will be examined and the use of accounting knowledge in a variety of career clusters is also explored. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course. This course will employ industry standard accounting software (e.g. Excel, Peachtree, and QuickBooks). Upon completion, opportunities will be made for students to earn college credit through such methods as articulation agreements with local colleges, dual enrollment and CLEP exams.

Accounting and Finance Capstone
H06075  Grades 11-12  1 credit
This course integrates academic and employment learning with an emphasis on Accounting and Finance skills and activities.

This will include a study of financial analysis, planning and control, capital budgeting, cost of capital, leverage, dividend policies and raising capital. Students will learn about the theory and procedures related to the legal forms of business and equity relationships; accounting adjustments, error correction, payroll, depreciation, inventory, internal controls, fraud prevention, professional responsibilities and ethics. The classroom projects and interactions will help the student relate to the practical experience. This course is aligned with the CLEP Exam in Accounting. A credit bearing dual enrollment course is recommended to complete the requirements of this capstone. Students should work with their school counselor to identify an appropriate college course from the approved listing. Students will apply the knowledge and skills acquired in previous accounting and finance courses to settings through the Accounting and Finance Final Capstone Project. Students will participate in an end-of-course final project that will involve advanced problem-solving in accounting and finance. Students will complete a research paper, business plan, or senior independent capstone project by the end of this course. The student may participate in an internship that is guided by an agreement among the student, their parent(s), their teacher(s), and the worksite mentor which includes specific technical and academic outcomes for the student.

Administrative Services Pathway

Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for each program pathway.

Office Systems Management I
H06074  Grades 9-12  1 credit
Office Systems Management provides the student with an in-depth study of the structure and organization of information systems. Students develop managerial and technical skills for business support operations through applied learning. Problem-solving skill development is incorporated throughout the course to meet the recommendations made through the Maryland Skills for Success. Competencies include: applying emerging technologies in order to complete appropriate office operations; using spreadsheet, database, desktop publishing and/or word processing software in order to create business documents; exhibiting appropriate interpersonal teamwork and leadership skills in order to succeed in the business world; demonstrating a knowledge of acceptable values and behaviors in order to become ethically responsible employees; and developing an appreciation of diversity in the workplace. Business simulations are utilized to develop a high level work ethic, foster personal growth, encourage teamwork, and empower students through choice and accountability. Industry standard office equipment and the most current Microsoft Office software available will be used in this course.

Office Systems Management II
H06076  Grades 10-12  1 credit
Students will develop advanced skills using Microsoft's leading business desktop software. Students will develop advanced business skills using that software and will be eligible for the Microsoft Certified Applications Specialist (MCAS) credential. Students will be expected to think analytically, manipulate
Business Management and Finance Education Pathway

Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for each program pathway.

Advanced Business Management
H06063  Grades 10-12  1 credit
This course is designed to be the first of two sequential business management courses of the completer requirement for students enrolled in the Business Management pathway. This course provides students with the knowledge that will prepare them for post-high school levels of education and entry-level positions in the workforce. Focus will be on the role of business in society; the changing nature of contemporary business practices; major management concepts, theories, and theorists, the processes of management (functional, operational, human relations), business law and ethics, and business communications. Career pathways will be examined and the use of business management knowledge in a variety of career clusters is also explored. Awareness of ethical issues and application of ethical decision-making models will be reinforced throughout the course. Students will understand the business world and be more prepared to meet their career goals and objectives. Upon completion, opportunities will be made for students to earn college credit through such methods as articulation agreements with local colleges, dual enrollment and the Principles of Management CLEP exam.

Business Management and Entrepreneurship Capstone
H06080  Grades 11-12  1 credit
This course is designed to be the second of two sequential business management courses of the completer requirement for students enrolled in the Business Management pathway. Students will apply the knowledge and skills acquired in previous business management courses to settings through the Business Management and Entrepreneurship Final Capstone Project. Students will participate in an end-of-course final project that will involve intense problem-solving in business management.

Marketing Pathway

Students in each program of study are required to take the two credits previously outlined: Principles of Business, Administration, and Management, and Principles of Accounting and Finance, as well as the other courses described for each program pathway.

Introduction to Marketing
H06065  Grades 10-12  1 credit
The Introduction to Marketing course introduces the student to the essential concepts of marketing theory required to provide the goods and services to meet the consumers' wants and needs. Students will be introduced to the benefits of marketing in a free enterprise system. Consumer buying behavior and relationships will be analyzed and understood. The elements of the marketing mix (product, price, promotion, and place), as well as pricing strategies, will be introduced. Various forms of electronic and internet marketing will be utilized. Students will learn the benefits and importance of Marketing Information Systems. They will formulate viable marketing strategies by learning and creating a rudimentary marketing plan. By the end of Introduction to Marketing students will have a solid understanding of the many diverse career opportunities in the field of marketing.

Advanced Marketing and Entrepreneurship Capstone
H06066  Grades 10-12  1 credit
This course is designed to be the second of two sequential marketing courses of the completer requirement for students enrolled in the Marketing Program of Study. The Advanced course builds on all of the concepts studied in Introduction to Marketing by giving the students in-depth, comprehensive project-based learning opportunities. Students will apply their understanding of consumer buying behavior and relationships; the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions; market segmentation and target marketing; and other considerations in order to create a written professional marketing plan. Students will use strong interpersonal skills and incorporate technologies when conducting primary and secondary research. In addition, students will include alternatives of electronic and internet marketing within their marketing plan. Students will create and/or use a marketing information system(s) when working with or
collecting data. Students will integrate their knowledge of legal issues, ethics, diversity and social responsibilities in developing their marketing plan for a chosen organization in the Marketing and Advertising industries.

CONSTRUCTION AND DEVELOPMENT

Construction Design and Management Pathway

The CDM Program prepares students for successful careers in the field of construction and design. Through the CDM program, students will develop an understanding of the built world through the design and construction process. Each course is a project-based learning approach to advance the students understanding of the design-build-maintain process. Advanced architecture drafting and design skills are developed through lab-based instruction using Autodesk software tools (AutoCAD and Revit Architecture). Through the program, students will also develop a portfolio to demonstrate knowledge of each phase of the design and construction management process. Students will earn an industry certification in Autodesk: AutoCAD and Revit skills.

Introduction to Architecture and Construction

H06970  Grades 10-12  1 credit

This course provides an overview of the design and construction process as well as an introduction to the many career options within the field of construction. Students will be introduced to core concepts in design and construction including: construction methods and materials; fundamental elements of design; and innovative technologies including Green Construction and Design. Students will be introduced to design software as they complete basic design projects, such as a bridge design, floor plans and elevation plans. This course also includes career exploration activities and research regarding the construction industry. **Recommendation:** Students should have successfully completed the Basic Technology Credit.

Principles of Architecture and Construction

H06971  Grades 10-12  1 credit

This course provides students with an in-depth understanding of the construction design process. Students will complete a series of increasingly complex construction design projects in which they incorporate all aspects of the construction process, including zoning and regulation requirements; construction methods and materials, energy conservation; surveying; and project planning. Students will use design software to generate site plans (topography) as well as detailed building plans. The use of portfolios is used to show the developmental stages of a design project. Students will work in teams to develop each aspect of a construction project including development proposal, site plans, and construction management documents. **Recommendation:** Students should have successfully completed the Basic Technology Credit.

3D Architectural Modeling and the Construction Industry

H06972  Grades 10-12  1 credit

Students will work in teams to fully develop designs and a construction management plan for a pre-determined site. In this year-long project, students begin with the legal description and topography of the site and develop a proposal for development. The construction design project must meet the client’s needs, budget, and the site characteristics. Students will generate a series of plans to be included with the proposal for submission to an industry review panel for approval. Upon completion of the course, students will demonstrate advanced design/drafting skills and be prepared for the AutoCAD certification. **Recommendation:** Successful completion of Algebra I with a C or better.

Advanced Architecture and Construction

H06973  Grades 11-12  1 credit

This course builds on an understanding of the construction design process to advanced knowledge and skill in construction management. In this course, students will be required to work in teams to complete a development projects from existing plans. The year-long capstone project will focus on building codes and standards, coordination of the construction process, estimating, planning and scheduling; and site management. Students will complete a portfolio of their design and construction management projects for review by an industry panel. **Recommendation:** Students should participate in a Work Based Learning experience in the field of CDM. A credit bearing dual enrollment course is suggested to complete the requirements of this capstone. Students should work with their school counselor to identify an appropriate college course from the approved listing.
Construction Trades and Maintenance Pathway - QACHS

The Construction Trades pathway programs are CTE programs based on the National Center for Construction Education and Research (NCCER) standards that leads to a national certification for those students who successfully complete Level 1 and Level II curriculum.

Introduction to Carpentry I QACHS
H06980 Grades 10-11 1 credit

The Introduction to Carpentry I is a basic requirement taken during the 1st semester (first year). This is an introduction to Carpentry, this course covers topics such as Basic Safety, Introduction to power tools, Introduction to hand tools, Communication Skills, Introduction to Construction Drawings, Construction Math, Employability Skills, and Material handling. Students will learn a basis for most construction skills and the basic skills needed to continue education in any craft area he or she chooses. Students will take the module assessments for the NCCER Construction Core when determined by the instructor.

Introduction to Masonry I QACHS
H07300 Grades 10-11 1 credit

The Introduction to Masonry I is a basic requirement taken during the 1st semester (first year). This is an introduction to Masonry, this course covers topics such as Basic Safety, Introduction to power tools, Introduction to hand tools, Communication Skills, Introduction to Construction Drawings, Construction Math, Employability Skills, and Material handling. Students will learn a basis for most construction skills and the basic skills needed to continue education in any craft area he or she chooses. Students will take the module assessments for the NCCER Construction Core when determined by the instructor.

Introduction to Welding I QACHS
H07160 Grades 10-11 1 credit

The Introduction to Welding I is a basic requirement taken during the 1st semester (first year). This is an introduction to Welding, this course covers topics such as Basic Safety, Introduction to power tools, Introduction to hand tools, Communication Skills, Introduction to Construction Drawings, Construction Math, Employability Skills, and Material handling. Students will learn a basis for most construction skills and the basic skills needed to continue education in any craft area he or she chooses. Students will take the module assessments for the NCCER Construction Core when determined by the instructor.

Construction Trades Profession: Carpentry Pathway - QACHS

Introduction to Carpentry II QACHS
H06981 Grades 10-12 1 credit

This course covers two semesters, with one credit earned each semester. It introduces the beginning student to the basic entry-level skills necessary to succeed in higher level carpentry courses. Students are provided with a program in designing and constructing various types of structures. The course includes instruction on using power tools, blueprints/designs and all types of construction. This course is based on the NCCER carpentry curriculum and students will develop associated carpentry competencies.

Intermediate Carpentry QACHS
H06982
H06983 Grades 11-12 2 credit

This two-period class is offered 1st semester only to students who have successfully completed Principles of Carpentry. Students will expand upon topics covered in Principles of Carpentry, and be expected to develop a higher level of proficiency in various carpentry competencies including power tool operation, blueprint reading and residential floor, wall and roof framing. Students will be introduced to fundamental aspects of residential wiring.

Advanced Carpentry QACHS
H06984
H06985 Grades 11-12 2 credit

This two-period class is offered 2nd semester only to students who have successfully completed Principles of Carpentry and Intermediate Carpentry. It is expected that all students participating in the course will take and pass at least one industry recognized certification. Students will be introduced to applied finishing construction competencies. Hands-on building projects will be assigned by the instructor and may include a variety of areas including marine construction. Students completing this course should have developed sufficient carpentry competencies to obtain employment in a carpentry related field and/or enroll in a community or technical college. Students may be concurrently enrolled in Directed Work Experience in a carpentry related field.
Construction Trades Profession: Masonry Pathway - QACHS

Introduction to Masonry II QACHS
H07301 Grades 10-11 1 credit
This course is a continuation of the Introduction to Masonry I taken during the second semester. Students will continue to understand the principles and theory of construction and building in the masonry trade. Students will complete basic masonry projects and practice industry safety training. Students will receive a nationally recognized certification from NCCER upon completion of all requirements.

Intermediate Masonry QACHS
H07302 Grades 11-12 1 credit
In this course students will lay out, measure and estimate masonry materials used in the trade. Students will be required to construct various practical projects related to masonry construction. Students will work with modern masonry material and engage in techniques to become a successful mason. This course is based on the NCCE curriculum and will provide a national certification upon completion of all requirements.

Construction Maintenance Profession: Welding Pathway - QACHS

Introduction to Welding II QACHS
H07161 Grades 10-12 1 credit
This course covers two semesters, with one credit earned each semester. It introduces the beginning student to the basic entry-level skills necessary to succeed in higher level welding courses. Types of technical laboratory activities introduce the basic SMAW (arc) welding and the basic MIG welding techniques. Classroom topics include general safety, specific welding safety, history of welding, arc-welding theory, and occupational information. Safety glasses are mandated by the State of Maryland and must be worn at all times in the shop area. Appropriate clothing and work boots are required.

Intermediate Welding QACHS
H07162 H07163 Grades 11-12 2 credits
This two-period class is offered 1st semester only, to students who have successfully completed Introduction to Welding. Students will expand upon topics introduced the previous year. Students will be expected to practice and improve their welding techniques of the five basic joints in flat, horizontal, vertical and overhead positions. Students will be introduced to Oxy-fuel cutting and to Plasma Arc cutting and will practice the different techniques required for both processes. By the end of the course students should be approaching the skill level necessary to pass an industry recognized welding certification. Appropriate clothing and work boots are required.

Advanced Welding QACHS
H07164 H07165 Grades 11-12 2 credits
This two-period class is offered to students who have successfully completed Principles of Welding and Intermediate Welding. Students will be introduced to Tungsten Inert Gas (TIG) welding on aluminum and stainless steel. It is expected that all students in Advanced Welding will take and pass an industry recognized welding certification. Additionally, students completing this course should have developed sufficient welding competencies to obtain employment as a welder in industry and/or enroll in community or technical colleges. Students may be concurrently enrolled in Directed Work Experience in a welding field. Students will be given the opportunity to earn an NCCER Level II Certification and/or AWS Certification. Appropriate clothing and work boots are required.
CONSUMER SERVICES, HOSPITALITY AND TOURISM

Careers in Cosmetology Pathway - QACHS

The cosmetology program offers students an opportunity to develop scientific and artistic fundamentals of beauty professions. Throughout the entire program, safety practices and procedures are stressed. The State Board of Cosmetology Exam is MANDATORY at the completion of the 1500 hour requirement. If the exam is not taken, you will not meet graduation pathway requirements. Students may earn hours on directed work after completing 1000 hours in the classroom.

Cosmetology I QACHS
H07911/ H07912  Grades 10-11  2 credits
This course offers training in hairstyling, shampooing, facials, and manicures. Elements of bacteriology, hygiene, sanitation, massage, and scalp treatments are studied. This course also seeks to instill pride in students as they portray the beauty profession through their own appearance, poise, personality, dependability, and business ethics.

Cosmetology II QACHS
H07921/ H07922/ Grades 11-12  2 credits
Students develop knowledge of the anatomical areas and physiological functions of the human body. In addition, techniques of haircutting, hair coloring, chemical relaxing, and permanent waving will be covered.

Cosmetology III QACHS
H07931/ H07932  H07933  Grades 11-12  3 credits
Students learn the business aspect of a salon. They have the responsibility for scheduling appointments, telephone etiquette, recordkeeping and decision-making as they operate a salon simulation. They are expected to demonstrate cooperation with fellow workers, honesty, and integrity as they build on prior skills.

Cosmetology IV /Careers in Cosmetology QACHS
H07934/ Grade 12  3 credits
H07936
H07935
In this course, classes in theory are used to review all facts and theory covered in Cosmetology I, II and III in preparation for the State Board Examination. Clinical classes are spent improving the quality and quantity of all skills performed. Students are required to take the State Board Examination upon completion of 1500 hours of study. Maryland State Board of Cosmetology allows 300 of the last 500 hours to be attained in a directed work experience program for practical on-the-job experience, credits toward graduation and salary commensurate with experience. Students who have maintained satisfactory grades and adequate attendance can arrange employment in a related field, and can arrange for Directed Work Experience. Students on Directed Work Experience have an abbreviated school schedule and earn credit for on-site work. All Directed Work Experiences must be approved by the instructor. Students may earn hours during the summer, after school, and on weekends in area salons.
The agricultural program of study is for students seeking a career in occupations related to animal and plant science. This rigorous program of study is taught using the Curriculum for Agricultural Science Education™ (CASE™) which is a project developed to provide a structured sequence of agriculture courses and serves as a model for elevating the rigor and relevance of agricultural education. Students will learn about Agriculture Science through a hands-on experience in the classroom and lab. Students will use modern technology to analyze problems, conduct research, analyze data and work with other students interested in the Agriculture Science field. CASE is a system of instructional support for the student like no other resource in agricultural education today. The CASE model provides four major areas of support to promote solid classroom instruction using rigorous and relevant lessons while enhancing student learning. For more information about the program visit [http://www.case4learning.org/](http://www.case4learning.org/).

### Introduction to Agriculture, Food and Natural Resources (AFNR) QACHS
**H06802** Grades 9-12 1 credit

The major purpose of the Introduction to Agriculture, Food, and Natural Resources (AFNR) course is to introduce students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and postsecondary opportunities in each area of the course. The Introduction to Agriculture, Food, and Natural Resources course is intended to serve as the introductory course within the CASE POS. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program.

### Principles of Agricultural Science – Animal QACHS
**H06852** Grades 10-12 1 credit

This course is intended to serve as one of two foundational courses within the Agriculture sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science. Students may continue through a sequence of courses offered in high school. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program. In addition, students will understand specific connections between the Animal Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

### Principles of Agricultural Science – Plant QACHS
**H06850** Grades 10-12 1 credit

This course is intended to serve as a foundation course within the CASE™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. This knowledge and skills will be used in future courses within the CASE™ program. In addition, students will understand specific connections between the Plant Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

### Food Science and Safety QACHS
**H06827** Grades 11-12 1 credit

This is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate
areas of food science, including food safety, food chemistry, food processing, food product development, and marketing.

Recommendation: Students should have successfully completed Biology and be concurrently enrolled in Chemistry.

Agricultural Business, Research and Development Capstone QACHS

H06870 Grades 11-12 1 credit

This course is structured to enable all students who are completing a pathway in Agriculture Science to have a variety of exposure to Agricultural issues, Agriculture Communication, Parliamentary Procedures and Public Speaking) Agribusiness and Management (Budgeting, Record keeping, Principles of Economics, Inventory Management) Research (Data Analysis, Research Methods, Reporting, Using Supportive Research) Development and Design (Agriscience Projects, Agritourism, Alternative Agriculture, Green Energy). Students may participate in Dual Enrollment class aligned to Agriculture Sciences, work-based learning experience, or a research based project. Students will be completing a learning portfolio of his/her experience.

HEALTH AND BIOSCIENCES

Academy of Health Professions Pathway – QACHS

The Academy of Health Professions uses project and problem-based learning, clinical experiences, and classroom and lab instruction to teach students about the field of healthcare. Students are introduced to healthcare knowledge and skills through two foundation courses: Foundations of Medicine and Health Science and Structure and Functions of the Human Body. Opportunities for students to apply what they are learning to real-life healthcare situations are offered in the specialized healthcare course and the capstone scientific research course. Students have the opportunity to earn state and/or nationally recognized certifications, and/or college credit through articulation or dual enrollment agreements with local colleges and universities.

Students are required to cover the costs of membership in Skills USA, physical examinations, certifications and any other materials needed for this pathway.

Recommendation: Students who are completing this pathway are strongly recommended to take courses in any or all of the following: Principles of the Biomedical Sciences, Human Body Systems, AP Biology, AP Chemistry, AP Psychology and at least Algebra II. Students wishing to enroll in Stevenson after completing this program are strongly recommended to take AP Psychology and AP Biology.

Foundations of Medicine and Health Science QACHS

H08215 Grade 11 1 credit

This course is designed to provide students with an overview of the therapeutic, diagnostic, environmental and information systems of the healthcare industry. Students will begin to prepare for a medical or health science career by developing a broad understanding of the cluster and pathways in the Health and Biosciences Cluster. Students will learn about ethical and legal responsibilities, as well as the history and economics of healthcare. Students will engage in processes and procedures that are used in the delivery of essential healthcare services. As students learn to use medical terminology within a variety of medical and healthcare environments, they will develop the Skills for Success, academic, and technical skills necessary to function as a health professional. Students must have completed or be concurrently enrolled in Biology to understand the concepts of Anatomy and Physiology and Pathophysiology introduced in this course. Recommendation: Students are strongly recommended to take Principles of Biomedical Science and/or Human Body Systems, and/or Honors Biology.

Structure and Functions of the Human Body QACHS

H08225 Grade 11 1 credit

Students in this course study the structure and functions of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular, circulatory, nervous systems and special senses. Students will investigate the body’s responses to the external environment, maintenance of homeostasis, electrical interactions, transport systems, and energy processes. Students will conduct laboratory investigations and fieldwork, use scientific methods during investigations to solve problems and make informed decisions. Students will learn the medical terminology related to body systems. Recommendation: Students must have successfully completed biology and/or be concurrently enrolled in chemistry.

Medical Specialty (CNA/GNA) QACHS

H08240
H08245 Grades 11-12 2 credits

Students participate in classroom, lab-based and clinical experiences that prepare them for employment in acute or long-
term care facilities. Upon completion of this course students take the Certified Nursing Assistant (CNA) and Geriatric Nursing Assistant (GNA) certification exams. Students taking this AHP Pathway Option will also participate in the Clinical Internship course. The content of this course must be approved by the Maryland Board of Nursing (MBoN).

Students must have a physical examination, updated immunizations and a PPD skin test prior to starting this course. These costs are covered by the student. A CPR certification is also required.

Students eligible for certification as Geriatric Nursing Assistants will be recommended to take the Maryland State approved examination. The student will be responsible for covering the costs of any certification and materials.

Certified Clinical Medical Assistant

The Certified Clinical Medical Assistant (CCMA) is a multi-skilled healthcare practitioner who is competent in both clinical and administrative procedures. This specialty course will prepare students to take the National Health Careers Association (NHA) Certified Clinical Medical Assistant test. All students are required to take this exam in order to complete the program. Passing the CCMA test will award students an NHA Provisional CCMA Certificate which, upon high school graduation, can be transferred to a full NHA CCMA certification. Students in this specialty course may participate in an Allied Health Internship where they will have the opportunity to practice and demonstrate the competencies associated with CCMA. Students are prepared for actual experience in the clinical setting with a focus on the specific knowledge, skills and abilities that relate to the specialized course.

Clinical Internship

Project Lead the Way (PLTW) Biomedical Sciences Pathway

The Biomedical Sciences Program is based on the National Standards for Science, Mathematics, and English Language Arts, and the Accountability Criteria for National Health Care Cluster Foundation Standards. The program consists of a sequence of four courses: Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovation. The goal of the program is to increase the number of students pursuing careers in the biomedical sciences, including health care. Students who complete the program are prepared for employment and further education at two- and four-year college levels. For more information you may visit www.pltw.org

Principles of the Biomedical Sciences

Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that may have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Recommendation: Successful completion of Biology with a grade of "C" or higher.

Human Body Systems

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. Recommendation: Successful completion of Principles of the Biomedical Sciences with a grade of "C" or higher.
Medical Interventions
H08504 Grades 10-12 1 credit

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventative measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. Recommendation: Successful completion of Human Body Systems with a grade of “C” or higher.

Biomedical Innovation Research
H08506 Grades 11-12 1 credit

In this capstone course, students apply their knowledge and skills to answer questions to solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and health care community. Recommendation: Successful completion of Medical Interventions with a grade of “C” or higher.

HUMAN RESOURCE SERVICES

Firefighter I / Emergency Medical Responder Pathway

The EMR Fire and Rescue program will be taught by certified instructors from the Maryland Fire and Rescue Institute (MFRI) of the University of Maryland. Both classroom and practical sessions will be conducted off school property at the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute. Students must enroll in Emergency Medical Care and Firefighter I/HMO first semester, and ECFO and TCFO/RTSO/VME second semester. These courses are offered during second and third periods throughout the year. Operating as members of the Fire and Rescue service requires good health and physical condition. Individuals with physical or medical conditions which may limit their full and active participation may not be eligible for this program. This program is taught off-campus in Queen Anne’s County. Students are enrolled in two classes during the fall semester and two classes during the spring semester.

Note: Must be a member of a local fire department and at least 16 years old. A Medical Clearance by a certified physician will be required for all participants before school starts. Failure to comply will result in a denial of entry to the program. Bus transportation will be provided to the Upper Eastern Shore Regional Training Center of the Maryland Fire and Rescue Institute (limited slots available). Students must pass all tests with a minimum of a 70%. Failure to pass tests will result in the inability to obtain certification, which may result in removal from the Fire Fighter program. If a student is unable to obtain a certification, that student will remain in Fire School to complete the Career Technology Pathway. Once the program is completed in May, students may be assigned to a local firehouse under the supervision of the Fire Chief for the remainder of the school year. It is recommended that all students should be eligible to complete the requirements in another pathway. School counselors, students and parents are encouraged to discuss course requirements toward graduation. Recommendation: Students are highly encouraged to complete Principles of Biomedical Sciences and Human Body Systems before applying to this program.

Firefighter I

H08611 Grade 11-12 1 credit

1ST Semester

Topics in this course include: fire service organization/communications, fire behavior, life safety/fire prevention, portable fire extinguishers, introduction to respiratory protection, self-contained breathing apparatus, hose and streams, rope and knots, forcible entry, ventilation ladders, search and rescue, property conservation, wildland firefighting, structural firefighting, and fire ground fire rescue operations. Students enrolled in this course must pass a mid-term and final examination with a minimum score of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor.
Emergency Medical Responder/FFII

H08620  Grade 11-12  1 credit  1st Semester

Topics in EMR include: the human body, infectious diseases, medical issues, vital signs, sample history, skills practice, lifting/moving patients, airways, CPR, patient assessments, various medical emergencies, trauma, pediatric emergencies, and ambulance operations. Students in this course must pass all ten-modular exams with a minimum of 70%, meet the attendance requirements for the course and receive a satisfactory evaluation by the instructor. A written and practical examination for certification is administered by the Maryland Institute for Emergency Medical Services System as part of this course.

Topics in FFII include: application of the principles of fire behavior, building construction, water distribution systems, fixed fire protection systems, ventilation, water pressure and hose streams, fire prevention and Fire Fighter Professional qualifications. Methods of instruction include lecture, discussion, classroom exercises, audio/visual material, practical skills graded, and a final examination.

Hazardous Materials Operations-1(HMO)/
Engine Company Fireground Operations (ECFO)

H08612  Grade 11-12  1 credit  2nd Semester

Students must receive a minimum score of 70% on the midterm and final examination. The objective of this course is to provide the student with the knowledge and skills to perform hazardous materials first response. Upon successful completion of this course, the student will be able to analyze a hazardous materials incident, plan an initial response, implement the response, and evaluate the progress of the actions taken. Major topics covered in this course include firefighter safety, regulations and standards, chemistry, recognition and identifications, DOT guidebook, site management, container behavior, defensive control measures, personal protective equipment and decontamination. Methods of instruction include lecture, discussion, classroom exercise and/or visual material, practical exercise, quizzes, observations, midterm and final examination.

The objective of the ECFO course is to provide the student with the fundamental principles of engine company operations and how they can be integrated during fireground operations. Upon successful completion of this course, the student will be able to describe the functions and responsibilities of the engine company and demonstrate the use of nozzles, hose, hydrants, foam, and testing equipment during practical evolutions. Major topics covered in the course are functions and responsibilities of the engine company, construction and operation of nozzles, positioning and utilizing the engine, utilizing hydrants, pivot gauge and foam, size-up, emergency response considerations, initial fireground operation, and selecting and placing attack and supply lines. Methods of instruction include lecture, discussion, audio/visual material, practical skills exercise, final written examination, and required assignments.

Truck Company Fireground Operations (TCFO) Rescue Technician Site Operations and Vehicle Technician Extrication (RTVME)

H08615  Grades 11-12  1 credit  2nd Semester

1. TCFO
The objective of the TCFO course is to provide the student with the fundamental principles of truck company operations and how they are integrated during fireground operations. Upon successful completion of this course, the student will be able to demonstrate forcible entry, search and rescue, ventilation, salvage, overhaul and ladders. Major topics covered in the course are the function and responsibilities of the truck company, forced entry, ground ladder use, techniques and procedures for locating victims, techniques for removal of smoke and gases, salvage operations, checking for fire extension, procedures for overhauling, building construction, utility control, and electrical and lighting the fireground. Methods of instruction include lecture, building construction, water distribution systems, fixed fire protection systems, ventilation, water pressure and hose streams, fire prevention and Fire Fighter Professional qualifications.

2. RTVMR
The objective of the RTVMR course is to prepare the student to approach each rescue incident with attention focused on the importance of proper operational planning and all related components for effective safe site operation, victim management, equipment maintenance and inspection with particular emphasis on vehicular and machinery rescue. Upon successful completion of this course, the student will be able to recognize and implement the five phases of operational planning, understand and utilize technical rope rescue when needed; and properly package and transport a victim from a vehicular or machinery rescue. Major topics covered in the program include the five phases of successful site operations including, resource management, personal protective equipment, up-size activities, hazard identifications, search and rescue, ground support, incident management and termination, victim management, and rope rescue operations; maintenance and inspection of rope; rigging, anchoring and mechanical advantage; patient packaging and transfer during rescue operations; slope operations and evacuation; vehicular stabilization and extrication; specialty tools, hand tools, power and hydraulic tools; vehicular design; autos, busses, trucks, elevators, escalators, farm equipment, and mining/industrial
equipment/machinery. Methods of instruction include lecture, discussion, classroom exercises, audio/visual materials, practical field exercises, and final examinations.

Homeland Security and Emergency Preparedness Program

The Homeland Security and Emergency Preparedness (HS/EP) Program is a Career and Technology Education instructional program which integrates government, academia, and private sector training/educational initiatives to help students understand how the United States and its interests worldwide are protected against threats to public safety, both natural and manmade, through effective communication, preparedness, detection, prevention, response and recovery. The program aligns with the six mission areas of the United States Department of Homeland Security: Intelligence and Warning, Protection of Critical Infrastructure and Key Assets, Border and Transportation Security, Domestic Counterterrorism, Defense against Catastrophic Threats, and Emergency Preparedness and Response.

Foundations of Homeland Security and Emergency Preparedness

*Required for all pathways*

H09500  Grade 10-12  1 credit

This course will introduce students to Homeland Security and Emergency Preparedness guidelines, concepts, and action plans. Emphasis will be placed on unique aspects of public safety and public health. The course will explore the various methodologies for intelligence gathering and dissemination and will introduce students to various local, state, and federal assets. Students will prepare an action plan that includes initial notification, emergency response (on and off scene), and recovery.

Homeland Security Sciences Pathway - QACHS

Homeland Security Sciences QACHS

H09510  Grades 10-12  1 credit

This course serves as a broad, current, and multidisciplinary approach to the contemporary challenges homeland security officials face in their attempt securing America. This course builds upon the knowledge gained in the Foundations of Homeland Security and Emergency Preparedness course. The most critical threats confronting Homeland Security will be examined. Students will gain an understanding of intelligence and counterterrorism; identify the science and technology utilized in the homeland security field; recognize homeland security risk communications; identify the common elements in chemical, biological, radiological, nuclear and explosives as well as weapons of mass destruction; and identify the challenges in transportation and border security.

Homeland Security Sciences Research Methods and Applications QACHS

H09520  Grades 11-12  1 credit

This course develops the topic of research in homeland security and emergency preparedness. The course presents the concept of the sociology of disaster as the primary focus of the research agenda for the discipline. The course examines the principles of scientific research; provides opportunities to evaluate existing research; and apply the methods and developed research resources of scientific study to homeland security and emergency management. Students will develop a case study in the sociology of disaster, and complete a research proposal that will demonstrate their ability to analyze and synthesize existing research in homeland security and emergency management.

Homeland Security Capstone QACHS

H09530  Grades 11-12  1 credit

These Internship, Capstone Experience and Dual Enrollment courses in the Homeland Security and Emergency Preparedness Program are designed to provide students with the opportunity to extend and apply their classroom learning in one of the career areas of Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology and/or earn college credit. Students will have the option of completing an industry-mentored project, internship, or enrolling in a post-secondary
course. They will play an integral part in determining which type of experience will be most beneficial and supportive of their individual goals. At the end of the course, students will compile a working portfolio which documents their academic and technical skill attainment and present it for critique.

Subject to administrative approval, students will enroll in approved post-secondary courses in lieu of completing a project or internship. Links between secondary and post-secondary institutions will be established to allow students to dual enroll in criminal justice or environmental technology-related courses, receiving both high school and college credit.

Homeland Security Information/Communications Technologies Pathway

Introduction to Geographic Information Systems
H06885 Grades 10-12 1 credit
This course introduces students to Geographic Information System (GIS) and geospatial technology. Students will develop an understanding of the fundamental concepts and applications of GIS, spatial data, and GIS software packages, including ESRI’s ArcGIS Desktop Suite. Students will have an introduction to GIS and the Geospatial Industry, become familiar with GIS, use the Desktop Suite GIS Software and ArcGIS, explore spatial data, practice data management and visualization, and perform data queries to compile statistics.

Advanced Geographic Information Systems and Remote Sensing
H06880 Grades 11-12 1 credit
This course is designed to provide students with advanced Geospatial Information Systems (GIS) experience and familiarity with geospatial concepts and tools. Students are expected to have completed the Introduction to Geographic Information Systems (GIS) Course prior to taking this course. Students will learn the skills for map development and cartographic design; perform spatial and statistical analyses; identify geodatabase concepts; participate in 3-dimensional data and visualization; develop an understanding of geoprocessing tools and models; and prepare for the ESRI ArcGIS Desktop entry exam certification.

Homeland Security Security Capstone
H09530 Grades 11-12 1 credit
These Internship, Capstone Experience and Dual Enrollment courses in the Homeland Security and Emergency Preparedness Program are designed to provide students with the opportunity to extend and apply their classroom learning in one of the career areas of Homeland Security Sciences, Criminal Justice/Law Enforcement, or Information/Communications Technology and/or earn college credit. Students will have the option of completing an industry- mentored project, internship, or enrolling in a post-secondary course. They will play an integral part in determining which type of experience will be most beneficial and supportive of their individual goals. At the end of the course, students will compile a working portfolio which documents their academic and technical skill attainment and present it for critique.

Teacher Academy of Maryland Pathway

The program prepares students for further education and careers in the education profession. The program consists of four high school credits that focus on teaching as a profession – human growth and development, learning theory, and curriculum and instruction. These credits are designed to articulate to a Maryland post-secondary teacher education program. Students will complete a portfolio after taking the 4 courses in the pathway. Upon completion of the program and passing the ParaPro or Praxis I test, high school graduates may be ready for employment in the teaching profession.
Human Growth and Development
H06560 Grades 10-12 1 credit
This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.

Teaching as a Profession
H06550 Grades 10-12 1 credit
This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship. Successful completion of Human Growth and Development is required to take this course.

Foundations of Curriculum and Instruction
H06555 Grades 11-12 1 credit
This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.

Education Academy Internship
H06565 Grade 12 1 credit
This is the final course in the Teacher Academy of Maryland pathway. The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. The students will complete their working portfolio and present it for critique. Teacher candidates will have opportunities to take ParaPro or Praxis I certification exam.

INFORMATION TECHNOLOGY

The Information Technology (IT) Software Pathway program, Computer Science prepares students for further study and careers in the field of Computer Science. Students complete a sequence of four courses, starting with an overview of the Computing and Information Technology field and progressing through a more in-depth study of computer science. Throughout the program, students will learn all aspects of Computer Science including: programming, hardware design, networks, graphics, databases and information retrieval, cyber security, software design, programming languages, logic, programming paradigms, translation between levels of abstraction, artificial intelligence, the limits of computations, applications in information technology and information systems, and social issues (Internet security, privacy, and intellectual property).
IT Computer Science Pathway

Foundations of Computer Science

H09208 Grades 10-12 1 credit

Foundations of Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. This course includes a broad range of topics in computing: impact of technology, programming structures, cyber security, and gaming development.

AP Computer Science Principles

H09420 Grades 11-12 1 credit

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP Computer Science

H09408/H09407 Grades 11-12 1 credit

AP Computer Science A is a more in-depth study of computer science, specifically the technical aspects of computing including; programming and algorithm design, computer system organization and operation, and data representation and information organization. In this course, the primary language used in advancing student’s understanding of the application of computational thinking to real-world problems is Java.

Computer Science Capstone Options

This is the final course offered in the Computer Science pathway. Students have the option of completing coursework at the school campus as well as taking a dual enrollment course to fulfill the pathway requirements. All possible options are listed below.

Advanced Data Structures

H09210 Grades 11-12 1 credit

This course is an advanced level course that extends the study of the fundamental principles associated with object-oriented programming using the Java language. Topics include data structures and their implementations including an analysis of their space and time requirements. Included are two-dimensional arrays, linked lists, stacks, queues, trees, heaps, priority queues, sets, and maps.

IS 270 (Dual enrollment Chesapeake College)

999050 Grades 11-12 1 credit

This course is a study of ethics and moral philosophy as a means for providing a framework for ethically grounded decision-making in the information age. Issues will be considered from the point-of-view of multiple ethical theories, giving students the opportunity to think critically about the issues and draw their own conclusions.

CTP-150 Computer Science I* (Dual enrollment Anne Arundel Community College)

970835 Grades 11-12 1 credit

Use fundamental design principles and problem solving techniques introduced to develop computer algorithms. Implement algorithms as programs coded in Java, an object oriented programming language. Learn the data types, control structures, classes, arrays, and I/O in the Java programming language. Learn graphical user interfaces, inheritance, polymorphism, recursion, and exceptions. Emphasize style, documentation, solution robustness, and conformance with specifications throughout coursework.

*If student scores a 2 or 3 on AP CS A College Board Exam, eligible to take CTP-150. If student scores a 4 or 5 on the AP exam, student is eligible to take CTP-250.

CTP-250 Computer Science II* (Dual enrollment Anne Arundel Community College)

970834 Grades 11-12 1 credit

Learn advanced algorithms and programming concepts, and the role of abstract data types in software development, including stacks, queues, linked lists, recursion, trees and file manipulation. Transition from Java to C++.

*If student scores a 2 or 3 on AP CS A College Board Exam, eligible to take CTP-150. If student scores a 4 or 5 on the AP exam, student is eligible to take CTP-250.
MANUFACTURING, ENGINEERING AND TECHNOLOGY

Project Lead the Way (PLTW) Engineering Pathway

Our Pathway to Engineering Pathway (Project Lead the Way) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today’s high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity, and innovation within all of our students. Recommendation: Students are strongly recommended to complete a higher level mathematics and science credit before their senior year, and must be concurrently enrolled each year in higher level math and science while completing the program in Pathway to Engineering (Project Lead the Way).

Introduction to Engineering Design

H08315 Grades 9-12 1 credit
This Project Lead the Way course emphasizes the development of a design. Students use computer software to produce, analyze and evaluate models of project solutions. They study the design concepts of form and function, and then use state-of-the-art technology to translate conceptual design into reproducible products. Students are expected to develop portfolios to display their designs and present them properly to peers, instructors, and professionals.

Principles of Engineering

H08310 Grades 10-12 1 credit
This Project Lead the Way foundation course provides an overview of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experience, students address the emerging social and political consequences of technological change.

Digital Electronics

H08320 Grades 10-12 1 credit
This Project Lead the Way course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard computer software in testing and analyzing digital circuitry. They design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards and uses appropriate components to build their designs. Students use mathematics and science in solving real-world engineering problems. This course is an elective and will be offered if enrollment warrants.

Aerospace Engineering

H08335 Grades 10-12 1 credit
Students explore physics of flight, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems, and careers. Students apply knowledge and skills to analyze and build aerospace systems while considering the future of the industry in their professional goals. This is a PLTW specialization course.

Civil Engineering and Architecture

H08330 Grades 11-12 1 credit
Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This is a PLTW specialization course.

Engineering Design and Development

H08325 Grade 12 1 credit
This Project Lead the Way capstone course enables students to apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school’s partnership team mentors each student team. Students keep journals of notes, sketches, mathematical calculations and scientific research. Student teams make
progress reports to their peers, mentor and instructor and exchange constructive criticism and consultation. At the end of the course, teams present their research paper and defend their projects to a panel of engineers, business leaders and engineering college educators for professional review and feedback.

TRANSPORTATION TECHNOLOGIES

Automotive Technology Pathway - QACHS

The Automotive Technician CTE Program of study is an instructional program that incorporates the Automotive Service Excellence (ASE) program certification standards and the National Automotive Technicians Education Foundation (NATEF) task lists. The program prepares students for further education and careers in the Transportation Equipment Pathway and automotive technology. Students are REQUIRED to take the ASE Student Certification tests in all areas. The costs of these exams will be provided for by the school district.

For more information, you may check the website https://www.ase.com

Recommendation: Students should have completed Algebra I with a C or better and be enrolled in or completed the Introduction to Construction Design and Management and/or Principles of Construction Design courses. Students are strongly recommended to take the Personal Finance course and participate in a Work Based Learning experience during their senior year.

Electrical/Electronic Systems I QACHS

H06620 Grades 10-11 1 credit

This course is designed to teach the principles of electricity and electronics and apply them at the NATEF AST level. It builds on the measurement of electrical parameters, such as voltage, current, resistance, power, magnetism, electromagnetism, and magnetic induction to connect with Physical Science courses. Students are taught the concept of Ohm’s law in both application and mathematical theory. Detailed topics include the use of a digital multimeter (DMM) for the analysis of series, parallel, and series-parallel circuits.

Brakes QACHS

H06621 Grades 10-11 1 credit

This course is designed to teach the principles of automotive hydraulic brake systems. It builds on the essential laws of physics, motion, forces, hydraulics, thermodynamics, and chemical reactions and how these principles apply to the operation and diagnosis of automotive brake systems. This course covers the energy conversion of motion changed to heat energy (when you apply brakes), the effects of weight and speed on braking and stopping distance, thermal expansion, friction, force, and coefficient of friction as they apply to braking systems. Courseware covers the fundamentals of disc/drum brakes including how they operate, brake-fluid properties, diagnosis, component replacement/repair/adjustment, disc/drum machining, power-assist units, and the fabrication (ISO or double flaring) of brake lines. The content also covers computer-controlled anti-locking brake system (ABS) operation and diagnosis.

Suspension and Steering QACHS

H06622 Grades 11-12 1 credit

This course is designed to teach the principles of automotive suspension/steering systems and 4-wheel suspension alignment. It builds on the concepts of geometry, gear reduction, hydraulics laws, and characteristics of liquids and how they apply to the operation and diagnosis of power steering and suspension systems. Steering column operation and diagnosis including supplemental restraint system service are included. The course covers the fundamentals of short/long-arm, and strut suspensions, including: caster, camber, thrust angle, toe-in, steering axis inclination (SAI), including angle, toe-out on turns (turning angle/radius), and how they apply to steering, suspension, and 4-wheel alignment. Wheel balance terms are specifically explained: static balance, dynamic balance, tramping, and radial force variation. Students learn strategy-based diagnostic routines to help interpret and verify customer concerns and proper operation and to perform tests and inspections to determine the causes and make corrections related to suspension/steering/wheel systems and alignment. These areas include steering columns, power steering, wheels/tires, short/long-arm/strut suspensions, and 4-wheel alignment.

Electrical/Electronic Systems II and HVAC QACHS

H06623 Grades 11-12 1 credit

This course includes a review of electrical fundamentals. This course also covers specific automotive systems including batteries, charging and starting systems, lighting, gauges, accessories, electronics, automotive computers and solid-state devices, along with communication systems. Students are taught how to apply electrical/electronic principles to repair car and truck electrical systems using a diagnostic strategy. The course content is also designed to teach the principles of
automotive heating and air conditioning operation, and service at the NATEF MLR level. This module builds on the fundamental principles of refrigeration, refrigerant compressor, and refrigerant flow. Students are taught the difference between refrigerants R134a and R12 and the difference between PAG and 525 refrigerant oil. Courseware explains the function and application of an engine coolant and describe the uses of the scan equipment in communicating with body HVAC computers. Students will be able to perform needed maintenance on HVAC systems.

**MLR Powertrain and Engine Repair/Engine Performance QACHS**

H06624  
H06625  Grades 11-12  1 credit

This course provides the student with the knowledge and skills necessary to pass the NATEF end-of-course assessment for Automobile Engine Performance. Students develop diagnostic, technical problem-solving and academic skills through classroom instruction and hands-on maintenance applications. Through theory and real-world experiences, students master the concepts and the ability to research applicable vehicle and service information, collect and analyze relevant data, troubleshoot, identify, formulate proposed solutions to problems and perform necessary automobile engine performance troubleshooting and repair tasks. Students will use state-of-the-art precision electronic engine performance measurement tools, fault code readers and equipment to gather, analyze make necessary NATEF required engine performance repairs. The technical content is designed to teach the principles of automotive automatic transmission/transaxle operation and NATEF MLR level service. It builds on the essential laws of physics and motion, including friction, force, inertia, lever, gear ratios, planetary gears, momentum, reduction, overdrive, speed, work, torque, and power and how they apply to the operation of an automatic transmission. The course covers the fundamental laws of hydraulics and characteristics of liquids as they apply to the operation of an automatic transmission/transaxle. It also covers transmission/transaxle general design and operation as well as inspection and service of in-vehicle service. Students are taught the hydraulic and mechanical operation of transmissions/transaxles with electronic valve bodies. Students will apply this knowledge to interpret and verify customer concerns and proper operation, and will perform service using special tools.

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**CERTIFICATE OF COMPLETION COURSES**

Queen Anne's County Public Schools awards the Maryland High School Certificate to eligible students with disabilities for completion of a special education program of study. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

A. The student is enrolled in an education program for at least four (4) years beyond grade eight or its age equivalent, and is determined by an Individual Education Plan (IEP) Committee, with the agreement of the parents of the student with disabilities, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including, but not limited to:

1. Gainful employment  
2. Work activity centers  
3. Sheltered workshops; and  
4. Supported employment.

B. The student has been enrolled in an educational program for four (4) years beyond grade eight or its age equivalent and has reached age 21.

Certificate of Completion Courses (CCC) is designed to provide specialized instruction and real life experiences to prepare students with significant disabilities for life beyond high school. The following courses are designed to provide these students with specialized instruction in English, science, social studies, and vocational programs. These courses are modified and designed to meet the Individualized Education Program (IEP) needs of students with disabilities and to provide credits towards graduation. Courses indicated by an asterisk (*) following the course title require approval by the IEP Chairperson and QACPS Transition Coordinator for enrollment.
Life Skills Reading
01-049  Grade 9
General Life Skills Reading provides access to fundamental skills development in the core areas of Reading including: Reading and Literature, Writing, Conventions, Listening, Speaking, and Viewing. The class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing, speaking, and critical thinking. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Life Skills Mathematics
02-151  Grade 9
General Life Skills Mathematics courses reinforce general mathematics skills; extend these skills to include some pre-algebra and algebra topics; and use these skills in a variety of practical, consumer, business, and occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

Life Skills Social Development
22-253  Grade 9
Social Development Instruction courses teach students the social skills needed for independent functioning with the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.

Electives:
General Education Course of Choosing Intervention (Reading/Math)

Life Skills Workplace Experience Literature
01-098  Grade 10
Workplace Experience Literature provides access to basic skills, thinking skills, and personal qualities such as self-esteem, responsibility, and self-management; covers communications, creative decision making and problem solving through literary assessing career plans, goal setting, self-advocacy, managing multiple roles and responsibilities, planning resources to meet documents commonly found in the workplace. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Life Skills Consumer Mathematics
02-157  Grade 10
Consumer Mathematics provides basics on the economics of producing, exchanging, saving, and consuming. Topics that may be addressed include examination of the impacts of economic systems and events on the workplace and careers as well as in the family and home, the market system in a global economy, the decision making process and impacts of expectations, values, purchasing power, and other factors in family and workplace settings; managing resources in order to meet needs and wants within the frameworks of personal family and workplace values; and constructive participation in the marketplace. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Life Skills Career Exploration
22-151  Grade 10
Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

Life Skills Community Living
22-251  Grade 10
Community Living provides access to skills, attitudes, and behaviors students need to live successfully in today’s world. Topics that may be addressed include problem-solving skills, including the planning process applied to life situations such as individual and family needs including consumer decisions about food, clothing, shelter, caregiving, health care, and
transportation. Consumer decisions are evaluated according to their relationship to: community roles and responsibilities of families and individuals, the relationship of technology to consumer resources, and environmental impact of consumer decisions. Course topics may also include available community resources and how to access them, emergency skills, and independent living strategies. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the special education and regular education classroom setting. Related skills for independent living, employment and self-determination are developed within the course content.

Electives:
- General Education Course of Choosing Intervention (Reading/Math)

**Life Skills Workplace Experience English Language and Literature**

01-998  Grade 11

English Language and Literature—Workplace Experience courses provide students with work experience in a field related to English language or literature. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**Life Skills Workplace Experience Mathematics**

02-998  Grade 11

Mathematics—Workplace Experience courses provide students with work experience in a field related to mathematics. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**Life Skills Integrated Science**

03-201  Grade 11

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use work-related skills. These courses typically cover such topics as career planning and selection, money management, appropriate aspects from each specialty to investigate applications of the theme.

**Life Skills Employability Skills**

22-152  Grade 11

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal management topics.

Electives:
- General Education Course of Choosing Intervention (Reading/Math)

**Life Skills Diversified Occupations**

22-153  Grade 12  Year 1

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

**Life Skills Miscellaneous Workplace Experience**

22-998  Grade 12  Year 1

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Note: if the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.

Electives:
- General Education Course of Choosing Intervention (Reading/Math)

**Life Skills Diversified Occupations**

22-153  Grade 12  Year 2

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a
required component of these courses, or students may be required to enroll concurrently in a work experience course.

**Life Skills Miscellaneous Workplace Experience**

**22-998**  **Grade 12**  **Year 2**

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Note: if work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

**Life Skills Miscellaneous Workplace Experience**

**22-998**  **Grade 12**  **Year 3**

22-998

Miscellaneous—Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher,

the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.

**PAATH**
Chesapeake College - Post-Secondary Readiness*
Chesapeake College - Career Exploration*

**Electives:**
General Education Course of Choosing Intervention (Reading/Math)

**Life Skills Diversified Occupations**

**22-153**  **Grade 12**  **Year 3**

Diversified Occupations courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Note: if the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.

**PAATH**
Chesapeake College - Transition to Work - Culinary*
Chesapeake College - Transition to Work - Hospitality*
Work Based Learning

**Electives:**
General Education Course of Choosing Intervention (Reading/Math)

**Qualified Participant Offerings**

**Pre-Employment Transition Services (PreETS) through Department of Rehabilitative Services (DORS)**

Pre-Employment Transition Services are defined as a coordinated set of activities for a student with a disability who is eligible or potentially eligible for Vocational Rehabilitation Services, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, competitive integrated employment, adult education, adult services, independent living, community participation etc.

Participants in the proposed DORS funded services are limited to the following definition of a “student with a disability” as one who is:

- is enrolled in a secondary school (including home school or other alternative secondary education program), post-secondary education program, or other recognized educational program and has not exited, graduated, or withdrawn;
- is at least 14 years old but less than age 22; and
- has a disability documented with an IEP, 504 plan, medical records, or a doctor’s note

and those students that have been linked through the Department of Rehabilitative Services. Participation in the following courses requires approval through the IEP Chairperson and QACPS Transition Coordinator.

**Pre-ETS Self-Advanced Workplace Readiness**

**Pre-ETS Retail (Self-Advanced Workplace Readiness Prerequisite)**
Pre-ETS Hospitality (Self-Advanced Workplace Readiness Prerequisite)

Promoting Adult Achievement in Transition and Health (PAATH)
The PAATH program is an 18-21 year old special education program that starts after the traditional four years of high school. PAATH is for students working toward a Maryland Certificate of Program Completion. The program is located at Chesapeake College and students attend their school day on campus engaging in meaningful academic and transition related classes. They also participate in work based learning experiences. The focus of the program is the development of skills in the areas of education, vocation, and independence to support a seamless transition to adulthood.

Chesapeake College
Post-Secondary Readiness
Career Exploration
Transition to Work - Culinary (Post-Secondary Readiness and Career Exploration Prerequisite)
Transition to Work - Hospitality (Post-Secondary Readiness and Career Exploration Prerequisite)

English Program Overview
The high school English program is designed to encourage students to read critically, write effectively, listen carefully, and speak skillfully. English courses take students on a literary tour of the world as they access and annotate texts from many countries and multiple time periods. Students are also encouraged to become globally competitive graduates through the written word as they learn to craft informative, expository and argumentative compositions. Students are required to complete four credits of English in order to graduate. It is recommended students participate in the course designated for their grade level. Each English Course has an Honors option.

The Honors English* program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with language and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honor students' cognizance of the richness of the language and the literature. Recommendation: It is suggested that students who enter Honors sections or AP courses have teacher recommendation.

English Course Sequence Diagram:
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>Grade 9</td>
<td>1 credit/Semester</td>
</tr>
<tr>
<td>English I HON</td>
<td>Grade 9</td>
<td>1 credit/Semester</td>
</tr>
<tr>
<td>English II</td>
<td>Grade 10</td>
<td>1 credit/Semester</td>
</tr>
<tr>
<td>English II HON</td>
<td>Grade 10</td>
<td>1 credit/Semester</td>
</tr>
<tr>
<td>English III HON</td>
<td>Grade 11</td>
<td>1 credit/Semester</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>Grade 11</td>
<td>1.0/Semester</td>
</tr>
<tr>
<td>English IV</td>
<td>Grade 12</td>
<td>1 credit/Semester</td>
</tr>
<tr>
<td>English IV HON</td>
<td>Grade 12</td>
<td>1 credit/Semester</td>
</tr>
</tbody>
</table>

English I is a required course for graduation and encompasses the total spectrum of language arts reading, writing, speaking, and listening. Students explore texts from various genres and time periods. Students have opportunities to write analytical and argumentative essays as well as creative narratives.

English I HON integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students are introduced to critical reasoning skills and strategies for the close reading and analytical writing in regards to complex texts from multiple genres.

English II is a required course for graduation and integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students explore texts from various countries, cultures, and time periods. Students have opportunities to write analytical and argumentative essays as well as creative narratives.

English II HON integrates the processes of reading, writing, speaking and listening with the study of literature and language. Students refine their capacity to use critical reasoning skills and strategies for the close reading of texts from multiple genres. Students in English II - Honors complete a variety of complex writing tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation.

English III is a required course for graduation and integrates the processes of reading, writing, speaking and listening with the study of American Literature. Students have opportunities to write analytical and argumentative essays as well as creative narratives.

English III HON integrates the processes of reading, writing, speaking and listening with the study of American Literature. Students apply their capacity to use critical reasoning skills and strategies for the close reading of texts from American Literature. Students in English III - Honors complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation.

AP English Language and Composition may be taken to fulfill English III credit. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Intended for juniors, this semester-long English course fosters the student's awareness of interactions among writer purposes, audience expectations, stylistic choices, and subjects. Students study the conventions of genres and the resources of language as these elements contribute to effectiveness in writing. Practice includes extended essays and revision in preparation for taking the AP English Language and Composition Exam.

English IV is a required course for graduation and integrates the processes of reading, writing, speaking and listening with the study of British Literature. Students have opportunities to write analytical and argumentative essays as well as conduct research.

English IV HON integrates the processes of reading, writing speaking and listening with the study of British Literature. Students apply their capacity to use critical reasoning skills and strategies for the close reading of texts from British Literature. Students in English IV - Honors complete a variety of complex tasks which require a mastery of skills including collaboration, research, analysis, synthesis, and evaluation. *English IV Enhancements – Students who have not demonstrated College and Career Readiness will participate in additional enhancements that will support success on College and Career Ready measures. These enhancements will be separate from the English IV course.*
AP English Literature and Composition, Part I
H01415  Grade 12  1 credit/Year

AP English Literature and Composition consists of a full academic year of work. Part I of the course is devoted to analysis, interpretation, and understanding of works by British authors. Students will be engaged in a variety of activities in which oral and written communication is stressed. Part I will culminate in the production of a literary research paper. Concurrent with Part II.

AP English Literature and Composition, Part II
H01426  Grade 12  1 credit/Year

In this course students are involved in both the study and practice of writing and the study of literature that reflects cultural diversity. Through such study, they sharpen their awareness of language and their understanding of the writer’s craft. They develop critical standards for the independent appreciation of any literature as shared experience. The AP English course is for students capable of doing college-level work in English while they are in secondary school. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in English at most colleges and universities. Concurrent with Part II. They are in secondary school. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in English at most colleges and universities. Concurrent with Part II.

Read 180
H01009  Grade 9  1 credit/Semester

READ 180 Next Generation is a multimedia program that exposes students to a wide range of complex texts, while providing them the scaffolding they need to access, comprehend, and respond to grade-level content. READ 180 Next Generation provides students with personalized instruction in reading, writing, speaking, and thinking.

Creative Writing
H01025  Grades 10-12  1 credit/Semester

Creative Writing is an elective course that develops students’ skills in writing a variety of genres of prose and poetry. Experience in using techniques of writing satire, short fiction, advertisement, as well as selected forms of poetry, is provided.

Journalism I
H01021  Grades 10-12  1 credit/Semester

Students are acquainted with techniques, modes and forms of journalistic writing in this elective course. New articles, features stories, editorials, reviews, and special pieces are studied. Students gain practical experiences in writing and in preparing to publish a school newspaper.

Journalism II
H01022  Grades 11-12  1 credit/Semester

This elective course extends and expands students’ acquaintance with techniques, modes and forms of journalistic writing studied in Journalism I. Students gain advanced practice in the writing and editing of news and feature stories, sports articles, reviews, and in conjunction with production of the school newspaper.

Mythology and Folklore
H01030  Grades 10-12  1 credit/Semester

Mythology and Folklore is an elective course designed to introduce the student to the literature and culture of classical Greece, Rome, Scandinavia, and, through independent study, of other areas of the world. Emphasis is placed upon the influence of such works on our own literature, culture, and language. Vocabulary derived from mythology is studied, and modern works based upon and derived from mythological subject matter are discussed.

SAT Preparation and College Writing
H01500  Grade 11  1 credit/Semester

The purpose of this elective one credit course is to provide students with strategies to improve SAT scores. Eleventh grade students who have previously taken the SAT will be given registration priority for this spring semester class. This course will emphasize: review of verbal principles; review of mathematical principles; application of test-taking strategies; practice in taking timed SAT tests; and Instruction in study and research skills. Students will have the opportunity to develop their skills in college writing.

Speech/Oral/Media Communication
H01040  Grades 10-12  1 credit/Semester

This is an elective course that provides students with the skills necessary to examine, compose, and deliver a range of informal and formal oral presentations designed to inform, persuade, and interpret. Emphasis is placed upon the effective analysis, utilization, and evaluation of speaking and listening skills. The development of critical and creative thinking ability, as well as procedures of the formal debate, will be featured. Course
requirements include the completion of several individual and collaborative speech projects through a variety of media.

**Yearbook**

- H01250 Grades 11-12 1 credit/ Fall Semester
- H01251 Grades 11-12 1 credit/ Spring Semester

Yearbook is an elective course that is designed to familiarize students with vocabulary, organization, management, copy, business aspects, and layout techniques necessary for publishing the school yearbook. The class utilizes a variety of software to produce the school’s yearbook. Students can opt to take one semester or both. Semester 1 is not required to take Semester 2.

**World Literature**

- H01035 Grades 10-12 1 credit/Semester

World Literature is an elective course that provides students with an introduction to the literature of the world, including both Eastern and Western traditions. Emphasis is placed upon the analysis, interpretation, and understanding of works by authors that reflect cultural diversity. Students are engaged in a variety of activities that stress both oral and written communication.

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**FINE ARTS**

**Fine Arts Program Overview**

The high school fine arts program (visual arts, music, theatre, dance and media arts) in Queen Anne’s County is designed to foster creative potential in each student. Our goal is to provide a high quality, sequential program of studies which communicates a broad range of customs, beliefs, ideas and feelings. The fine arts are the primary means of transmitting culture throughout history, influencing a broad range of discovery and 21st Century skills in various disciplines. The fine arts are an essential part of every child’s learning and cognitive development to sharpen analytical skills, encourage abstract associations, innovative thinking, and creative problem solving.

All fine arts courses are offered on an elective basis.

**Fine Arts Graduation Requirement—1 Credit**

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**VISUAL ARTS**

**Visual Arts Program Overview**

The high school Visual Arts programs in Queen Anne’s County are designed to offer opportunities for students to learn, explore, and concentrate on visual art concepts, while developing creative problem solving and studio art skills that foster artistic behaviors at the highest levels possible. Objectives relating to aesthetics, art history, culture and art criticism are sequenced to develop behavioral characteristics of the studio learner while embracing personal ideas and concepts. Design elements and principles will be explored through two and three-dimensional activities, such as—drawing, painting, printmaking, visual journaling, mixed-media, ceramics and sculpture—at all levels. Students preparing a portfolio for college admissions are offered the option of following a sequential studio track in 2-D or 3-D. This provides the opportunity for students to receive honors level fine art credits and equitable access to rigorous Advanced Placement (AP) art courses in: AP 2-D Art and Design, AP 3-D Art and Design and AP Art History. Courses may be taken sequentially or by sampling the many visual arts course offerings in both 2-D and 3-D, even at the same time. The goal of sequencing levels is to build on prior knowledge while increasing opportunities to prepare our visual arts students to become college and career ready.
Visual Arts Course Sequence Diagram:

*Students can choose a track to the left for 2-D (drawing & painting), to the right for 3-D (ceramics & sculpture), or take multiple art courses by sampling both tracks, even at the same time.*

**Fundamentals of Art**

*prerequisite for all other art courses unless teacher recommendation is provided

choose a track or try multiple art courses

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**2-D STUDIO ART TRACK**

- **2-D Studio Art I (F)**
  - 05/156
  - H10041
  - Grades 9-12
  - 1 credit
  - This course is an introductory course to two-dimensional art processes and explores: drawing, painting, printmaking, and mixed-media. Students will be challenged to develop a personal style by creating expressive works of art while exploring a variety of artists, historical/cultural influences, movements and drawing techniques. A process portfolio and visual journaling will further expand personal aesthetic choices in the development of a body of personal work. **Prerequisite: Fundamentals of Studio Art or teacher recommendation.**

- **2-D Studio Art II HON (F)**
  - 05/157
  - H10042
  - Grades 9-12
  - 1 credit
  - In this course students will solve problems that focus on ways to approach two-dimensional design in traditional and non-traditional ways. Artistic explorations will include expanding on drawing and painting from life, ways to represent the human figure from observation, portraiture, printmaking and mixed-media. Emphasis will be placed on: painting, visual journaling, creative problem solving, the influence of master and contemporary artists, cultural exemplars and developing artist’s statements. **Recommendation: 2-D Studio Art I.**
2-D Studio Art III  

05/157  
H10050  Grades 10-12  1 credit  

This course is designed for 2-D students who have received continuous instruction in visual arts within the 2-D track. This course offers a creative environment which is structured to challenge students to take risks, experiment with new art media in drawing and painting, and explore new ideas to prepare them for 2-D Portfolio Development and/or AP 2-D Art and Design. Emphasis is placed on media experimentation, exploration creative problem solving, independent research and learning. Recommendation: 2-D Studio Art II.

AP 2-D Art and Design  

05/174  
H10049  Grades 11-12  1 credit  

This course is designed for 2-D Studio Art students to develop their AP Art and Design Portfolio according to the rigorous requirements of the College Board's Advanced Placement Program. This course challenges students to develop their skills in a two-dimensional medium such as drawing, painting, photography, collage, printmaking, graphic design and/or others as they learn the principles of 2-D design. Students will create artwork that reflects their own ideas and skills they've learned, which include: investigating the materials, processes, and ideas that artists and designers use and communicating their ideas about works of 2-D art and design. Students will be encouraged to submit their portfolio for Advanced Placement credit when it is offered in May. Recommendation: 2-D Studio Art II, and/or teacher recommendation.

3-D STUDIO ART TRACK

3-D Studio Art I  

05/159  
H10045  Grades 9-12  1 credit  

This course is the introductory course to three-dimensional art processes and explores: ceramics, sculpture, and mixed-media. Emphasis in ceramics will be placed on: forming, firing, hand building, pottery. Students will also be challenged to develop a personal style by creating expressive works of art while exploring a variety of artists, historical/cultural influences, art movements and techniques. A process portfolio and visual journaling will further expand personal aesthetic choices in the development of a body of personal work. Prerequisite: Fundamentals of Studio Art or teacher recommendation.

3-D Studio Art II  

05/159  
H10046  Grades 9-12  1 credit  

In this course students will solve problems and focus on three-dimensional art forms. 3-D Design solutions are explored through ceramics and sculpture in traditional and non-traditional ways, such as found object sculptures and relief. Emphasis is on developing a body of related works (ceramics, sculpture, mixed-media) based on a personal idea or theme. The resulting portfolio will demonstrate evidence of personal development through studio work, outside experiences, creative problem solving, visual journaling and the influence of master artists and cultural exemplars. Recommendation: 3-D Studio Art I.

3-D Studio Art III  

05/159  
H10051  Grades 10-12  1 credit  

This course is designed for 3-D students who have received continuous instruction in visual arts within the 3-D track. This course offers a creative environment which is structured to challenge students to take risks, experiment with new art media in ceramics and sculpture, and explore new ideas to prepare them for 3-D Portfolio Development and/or AP 3-D Art and Design. Emphasis is placed on media experimentation, exploration creative problem solving, independent research and learning. Recommendation: 3-D Studio Art II.

3-D Portfolio Development  

05/159  
H10051  Grades 11-12  1 credit  

This course begins the development of the body of 3-D work leading to the AP Art and Design portfolios. This course offers a creative environment which is structured to challenge students to take risks
, experiment with new 3-D media in ceramics and sculpture, found objects, collage, printmaking, visual journaling and/or others as students explore new ideas. Portfolios consist of a body of work that reflects creative problem solving, personal aesthetic choices and student voice. Analysis skills are also further developed through critiques, as students articulate aesthetic characteristics and the meaning of personal, peer, and master artworks. This course is designed to be taken in Fall as the prelude to our AP 3-D Art and Design course. Recommendation: 3-D Studio Art II and/or III and teacher recommendation.

AP Studio Art: 3-D Design

05/175
H10048  Grades 11-12

This course is designed for 3-D Studio Art students to develop their AP Art and Design Portfolio according to the rigorous requirements of the College Board’s Advanced Placement Program. This course challenges students to develop their skills in a three-dimensional medium such as ceramics and sculpture, found objects, installation art, metal work, and/or others as they learn the principles of 3-D design. Students will create artwork that reflects their own ideas and skills they’ve learned, which include: investigating the materials, processes, and ideas that artists and designers use and communicating their ideas about works of 3-D art and design. Students will be encouraged to submit their portfolio for Advanced Placement credit when it is offered in May. Recommendation: 3-D Portfolio Development, and/or teacher recommendation.

AP Art History

H10401  Grades 10-12

This college level course involves the study of art history from prehistoric times to the present day. The content of the course will allow students to be able to analyze elements of artwork, become familiar with media and techniques, art production and the ability to identify historical art periods and styles. Additionally, analytical comparative essays will explore themes, styles and purposes of art. This course culminates in the AP Art History test to earn college credit. Students will be encouraged to take the AP Art History Exam when it is offered in May. Recommendation: Fundamentals of Studio Art.

PERFORMING ARTS

DANCE

Dance Program Overview

The Dance programs in Queen Anne’s County are designed to provide an opportunity for students to experience intellectual, physical, emotional and social growth through courses that include studies in the major areas of dance—technique, history, creating original dance movement, the choreographic process, aesthetic criticism, and performance. Students observe, respond, create and perform using the body as an instrument to communicate feelings, thoughts and ideas. Dance education fosters positive student interaction and an appreciation for diverse points of view, opportunities to work collaboratively while establishing strong human bonds which transcend racial, ethnic and socioeconomic barriers. The National Core Arts Standards are the basis for the high school dance curriculum.

Dance Course Sequence Diagram:

*Students who choose a Dance track must take Dance I as a prerequisite for Dance II, unless teacher recommendation is provided. Successful completion of Dance II is the prerequisite for Dance III, and so forth. Athletic Movement and Movement for Actors can be taken any time.
Athletic Movement

H14020  Grades 9-12  1 credit
This course incorporates dance and movement techniques that will focus on building strength, flexibility, and endurance. Students will learn basic tumbling, turning, jumping, and partnering techniques that are incorporated in dance and everyday movement. Students will also be exposed to Pilates, Tae Bo, kickboxing, aerobics, and basic anatomy. No prerequisites are needed for this course, and it’s not just for athletes!

Movement for Actors

H11045  Grades 9-12  1 credit
In this course students will be introduced to a variety of dance techniques used for Broadway style productions. Students will study anatomy, the history of dance as it relates to theatre, choreography, famous actors and choreographers, and the style of acting the years as it relates to the use of body and gesture. The students will also study the use of the body and the changing center of gravity to create character and emotion. All students will participate in several formal and informal performances throughout the course. No prerequisites are needed for this course, and it can also be theatre too!

Dance I – Introduction to Dance

H11011
H11091  Grades 9-12  1 credit
In Dance I, students are introduced to dance technique, critique, choreography, anatomy, and history. Students will also study at least three of the following dance techniques: ballet, tap, jazz, and modern dance, and they will explore various ways to create and choreograph dance. The culminating experience will contribute toward producing a performance piece for the dance concert at the end of the semester.

Dance II – Beginning/Intermediate Dance

H11012  Grades 10-12  1 credit
Dance II continues to build upon techniques introduced in Dance I. Students will study dance history in greater depth while exploring the muscles, bones, and joints of the body. Students will manipulate movement techniques and use basic choreography skills to create an individual dance piece for a culminating dance concert at the end of the semester. Recommendation: Dance I with a grade of “C” or better and/or teacher recommendation.

Dance III – Intermediate Dance

H11013  Grades 10-12  1 credit
In Dance III, students will explore advanced modern, tap, jazz, and ballet techniques and build upon prior knowledge from the beginner/intermediate level. Students will also extend their knowledge from Dance II in the following areas: dance history, choreography, critique, and anatomy that use their maximum movement range. Students will choreograph and produce an original dance piece to be presented at a culminating dance concert at the end of the semester. Recommendation: Dance I with a grade of “C” or better and/or teacher recommendation.

Dance IV – Intermediate/Advanced Dance

H11014  Grades 10-12  1 credit
In Dance IV students will further explore advanced modern, tap, jazz, and ballet techniques that build upon prior knowledge from the intermediate level. Students will also extend their knowledge from Dance III in the following areas: dance history, choreography, critique, and anatomy. Individuality of artistic expression is encouraged through improvisation and composition, using specific choreographic forms, which will culminate in the choreography and production of an original dance piece from start to finish to be presented at a dance concert at the end of the semester. Students will also begin a portfolio that will include research and video projects in order to further develop their choreographic skills. Recommendation: Dance III with a grade of “C” or better and/or teacher recommendation.

Dance V – Advanced Dance

H11015  Grades 11-12  1 credit
In this course students are challenged to demonstrate advanced modern, tap, jazz and ballet technique at the maximum level and movement range. Emphasis is placed on original creation, portfolio development, independent research, and task commitment as an extension of their knowledge from Dance IV in the following areas: dance history, choreography, critiques and anatomy. Students will choreograph and produce original dance pieces from at least two different genres to be presented at a dance concert at the end of the semester. Students will also expand the material in their portfolios in preparation for college or a professional performing arts career. Recommendation: Dance IV with a grade of “C” or better and/or teacher recommendation.
**Music**

**Music Course Sequence Diagram:**

*choose a track for music or try multiple courses*

- **Choral Musicianship**
  - **Chorus**
    - ***Concert Choir***
  - **Vocal Techniques**

- **Concert Band**
  - **Symphonic Band**

- **Guitar Musicianship**
  - **Piano Musicianship**
  - **Music Appreciation**

- **Music Theory**
  - ***AP Music Theory***

*Music Theory is a suggested prerequisite for AP Music Theory unless teacher recommendation is provided.*

**TRACK 1**

**Choral Musicianship (F)**

- **H12095** Grades 9
- **H12010** (10-12 with Teacher Approval) 1 credit

Choral Musicianship is designed to provide a basis for developing comprehensive musicianship within the choral rehearsal through a sequenced study of voice, music theory and the practical application of both in music reading skills. A wide repertoire of vocal music will be provided during scheduled programs.

**Chorus (F)**

- **H12015** Grades 10-12 1 credit

This course is designed to provide a choral music experience for students who are interested in singing. A wide repertoire of vocal music will be performed during scheduled programs. No previous choral experience is required for this course.

**Concert Choir (F)**

- **H12094** Grades 10-12 1 credit

Concert Choir is designed to provide choral music experience for students who have previous experience and interest in vocal music. Each student will learn to apply the techniques of good singing, music theory, and music reading skills. Concert level repertoire of vocal music will be performed during scheduled programs. Participation at multiple performances, including winter and spring concerts and adjudicated festivals and graduation. Recommendation: Teacher recommendation.

**Vocal Techniques (F)**

- **H12018** Grades 10-12 1 credit

Vocal Techniques is an advanced singing course, designed for any student interested in improving vocal stamina, increasing vocal range, developing a better sound and enhance overall vocal health. All elements of singing will be discussed and implemented through class and individual performances. Individual needs of each singer will be addressed. Class size is limited. Students enrolled in Concert Choir will be given first option. Recommendation: Teacher recommendation.

**TRACK 2**

**Concert Band (F)**

- **H12092** Grade 9 1 credit

The study of traditional band literature as well as transcriptions of orchestral literature will be the focus of the study. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. Participation at multiple performances throughout the semester will be required as part of the course grade. This will include performances such as, but not limited to graduation ceremonies, competitions, and concerts.
Symphonic Band (F)
This course is designed for the student of advanced ability level. The study of traditional band literature as well as transcriptions of orchestral literature will be the focus of the study. Students will advance in technical skill, stylistic understanding of historical background, and aesthetic awareness through the study and performance of quality music literature. Participation at multiple performances throughout the semester will be required as part of the course grade. Recommendation: Teacher recommendation.

TRACK 3
Additional courses that also can be taken in any order. Any of the three tracks can lead to AP.

Guitar Musicianship (F)
H12055 Grades 9-12 1 credit
This course helps students become proficient in playing guitar. It enables students to use musical language in reading and writing music, to develop abilities to comprehend harmonic structure, and encourage them to exercise their creativity through composing and performing.

Music Theory (F)
H12072 Grades 10-12 1 credit
This course is designed for students to learn elements of music and their applications, including advanced concepts in music theory as well as twentieth-century compositional techniques. Aural development will continue through rhythmic and melodic dictation and sight-singing. This course is the suggested prerequisite to AP Music Theory.

AP Music Theory (F)
H12073 Grades 11-12 1 credit
The AP Music Theory course is designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, the AP Music Theory course extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musicial notation, analysis, composition, and aural skills are important components of the course. It is an expectation that students in this course should take the AP Exam when it is offered in May. Recommendation: Music Theory and Teacher recommendation

Music Appreciation (F)
H12075 Grades 10-12 1 credit
This course is designed to trace the development of music from ancient times to the present. It will incorporate the study of art, architecture, literature, and history from the perspective of music history. Students will demonstrate an understanding of a variety of music styles as well as identify music periods and performers and their impact on our society.

Theatre Program Overview
The high school Theatre programs in Queen Anne’s County are designed to develop performance and production skills, creative collaboration, and aesthetic appreciation of Theatre at the highest possible level. The process of Theatre Arts as a program of study enhances the development of creative and critical thinking skills, affords opportunities to build individual and group work ethics, and increases achievement through both individual and collective efforts. The Theatre Arts Program affords opportunities in co-curricular productions that allow for mastery and application of performance and production skills taught in Theatre courses.

Theatre Course Sequence Table
Introduction to Theatre (F)
H11092  Grades 9-12  1 credit
This elective course introduces the student to basic knowledge of theatre through developing an understanding of the elements of theatre including acting, staging, setting, lighting, costuming and makeup. These elements will be introduced through a study of the history and development of theatre over the ages. Prerequisite for all other courses except TV Studio Production.

Actor's Studio I (F)
H11030  Grades 9-12  1 credit
Actor's Studio I introduces the student to basic elements and styles of acting through individual performance and scene work. Students will learn to develop character through the basics of analysis, interpretation and techniques. Recommendation: Intro to Theatre and/or Teacher recommendation.

Actor's Studio II (F)
H11031  Grades 10-12  1 credit
This course expands on Actor's Studio I by introducing students to the styles of acting, with a focus on the methods of Stanislavski, Uta Hagen, and Anne Bogart, students will continue to develop character through the elements of analysis, interpretation, and technique. Recommendation: Actor's Studio I and/or Teacher recommendation.

Play Production (F)
H08275  Grades 11-12  1 credit
This course is designed to introduce the student to the technical aspects of theatre. The student will gain knowledge of the design and technical aspects of sets, lighting, sound, costumes, and makeup and will apply them to production situations. The students will also study the business and management of theatre. Recommendation: Intro to Theatre and/or Teacher recommendation. This course is a suggested prerequisite to Play Directing.

Play Directing (F)
H11025  Grades 10-12  1 credit
Play Directing combines all elements of theatre: history, acting and production techniques. The emphasis will be on elements and styles of play directing, stage managing, producing and designing. Students will actually direct a production. Recommendation: Intro to Theatre and/or Play Production and Teacher recommendation.
**HEALTH**

**Health Program Overview**
The goal of the Health program is to promote the knowledge and skills essential to the development of the optimum label of emotional, mental, social, physical, and spiritual health in an expanding global society. With the belief in the fundamental worth and dignity of all individuals and recognition of diversity of backgrounds, abilities, interests, and aspirations, individuals will be provided with an opportunity to develop a concept of health which will be functional in the present and in the future.

**Health**

*Health Education Program*  
*H14000  Grade 9-12  Credit 0.5 / Quarter*

The health education program is designed to help students examine personal lifestyles and make plans to attain and maintain optimal health. The 45-day curriculum which is taught in conjunction with 45 days of physical education is generally taken in the ninth grade year. Major topics covered are Physical Fitness, Nutrition, Stress Management, Substance Use, and Prevention Strategies, Family Life and Human Reproduction, Sexually Transmitted Infections and Decision Making, and current issues. The course is designed to empower students to make healthy decisions that will increase their chances at a longer quantity of life and a greater quality of life. Like in middle school, parents may elect to forego sections of the family life instruction for their child via written request to the teacher. Note: The course fulfills the health component of the graduation requirement as required by COMAR. This course must be taken in conjunction with the physical education course.

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**MATHEMATICS**

**Mathematics Program Overview**
With the increasing demands of society, it is evident that all students need to study mathematics. Mathematical reasoning, problem solving, communication, and critical thinking are major elements in all mathematics courses. Courses in mathematics are crucial for students who plan to continue their education in college, and also for those students who plan to enter the workforce immediately upon completion of high school.

After completing the required courses of Algebra 1 and Geometry, students may choose from a set of rigorous courses such as Algebra 2, College Algebra with Trigonometry, Pre-Calculus, Probability and Statistics, Advanced Placement Statistics, and Advanced Placement Calculus (AB & BC). The selection of the appropriate mathematics course for each student should be based on individual needs and educational goals.

**Mathematics Graduation Requirements — 3 Credits**
- Algebra 1
- Geometry
- 1 additional Mathematics courses
Note: A student must be enrolled in a mathematics class each of their high school years. Students are required to satisfactorily complete 3 math courses to earn a diploma.

**Required Assessments:**
All students must take and pass the state high school assessment in Algebra I. Consult with your school counselor for the different opportunities to meet the high school assessment requirement.

### COURSE SEQUENCE FOR HIGH SCHOOL MATHEMATICS

The table below provides guidance in regards to possible course sequences for high school mathematics. This table does not represent all possibilities. The table should be used as a reference tool. Specific questions regarding student placement should be directed to your school counselor.

#### Notes:
1. Students are required to enroll in at least one math class each year enrolled in high school.
2. For course options after Algebra 2, follow course prerequisite recommendations.
3. The Computer Science courses qualify as mathematics course after completion of Algebra 2 but do not meet the University of MD 4 year requirement.

**Math Options:** Advanced Topics of Alg. 2 (Seniors only), AP Calculus AB and BC, AP Stats, College Alg. w/ Trig, Prob. and Stats, Quantitative Literacy, Pre-Calc, AP Computer Science, AP Computer Science Principles

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![Diagram of course sequence for high school mathematics](image-url)
Algebra I

H02100  
8th Grade  
Grade 8  
1.0/Yearlong

H02115  
Year Long  
Grade 9  
1.0/Yearlong

H02113  
Semester  
Grade 10-11  
1.0/Semester

Algebra I focuses on the mastery of five critical areas: (1) developing an understanding of relationships between quantities and reasoning with equations; (2) developing understanding and applying linear and exponential relationships; (3) investigating trends and modeling with descriptive statistics; (4) performing arithmetic operations on polynomial expressions, solving equations, inequalities, and systems of equations; and (5) using properties of rational and irrational numbers to develop an understanding of quadratic functions. It is recommended that each student have a graphing calculator.

Algebra I Part I

H02111  
Grade 9  
1.0 Semester

Algebra I Part II

H02112  
Grade 9  
1.0/Semester

Geometry

H02115  
Grades 9-12  
1.0/Semester

The Geometry course focuses on the development of transformational, coordinate, and Euclidean geometry within the context of real world applications. Students will study logic, inductive & deductive reasoning, geometric definitions, postulates, and the proofs of theorems. This course places an emphasis on mathematical reasoning and communication. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of Algebra I.

Geometry HON

H02315  
Grades 9-10  
1.0/Semester

This course is designed for students who are capable and interested in progressing through the topics of Geometry in greater depth and at an accelerated pace. This course focuses on the development of transformational, coordinate, and Euclidean geometry within the context of real world applications. Students will study logic, inductive & deductive reasoning, geometric definitions, postulates, and the proofs of theorems. Other topics include an introduction to trigonometry and vectors. This is a rigorous course that places an emphasis on mathematical reasoning and communication. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of 8th Grade Algebra I.

Transition Algebra

H02217  
Grades 11-12  
1.0/Semester

This course reviews and extends algebra and geometry concepts for students who have already taken Algebra I & Geometry in preparation for Algebra II. Transition Algebra includes a review of topics such as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; using properties of rational and irrational numbers to develop an understanding of quadratic functions; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane. Students enrolled in this course will complete an Algebra I Bridge Project. Recommendation: Satisfactory completion of Algebra I and Geometry.

Algebra II

H02235  
Grades 9-12  
1.0/Semester

This course extends the study of topics introduced in Algebra I. Algebra II emphasizes linear, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions and their applications in data investigations. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of Algebra I and Geometry.
Algebra II Hon
H02245 Grades 9-10 1.0/Semester
This course is designed for students who are capable and interested in progressing through the topics of Algebra II in greater depth and at an accelerated pace. This course includes enrichment topics of Algebra II. This is a rigorous course that places an emphasis on mathematical reasoning and communication. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of 8th grade Algebra I and Honors Geometry with a grade of “B” or better.

Algebra II (Part I)
H02237 Grades 10-12 1.0/Semester
This course addresses the concepts of Algebra II in a manner that provides students with additional instructional time to master essential algebraic content. Algebra II (Part I) addresses half of the Algebra II curriculum and emphasizes linear, quadratic, exponential, logarithmic, polynomial, and rational functions. It is recommended that each student have a graphing calculator. Requirements: Satisfactory completion of Algebra I, Geometry & teacher recommendation. Students must enroll in Algebra II – Part 2 to complete the Algebra II curriculum.

Algebra II (Part II)
H02238 Grades 10-12 1.0/Semester
This course addresses the concepts of Algebra II in a manner that provides students with additional instructional time to master essential algebraic content. Algebra II (Part II) completes the Algebra II curriculum and emphasizes the applications of linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Additional topics include probability, statistics, and the introduction of trigonometric functions. It is recommended that each student have a graphing calculator. Requirements: Satisfactory completion of Algebra II (Part I).

College Algebra with Trigonometry
H02340 Grades 10-12 1.0/Semester
This course serves as a foundation for Pre-Calculus. The course emphasizes topics such as complex numbers, polynomial, rational, radical, inverse, exponential, logarithmic, and trigonometric functions and their graphs; transformations of basic functions and their graphs; and appropriate applications. This course is intentionally aligned with topics in Chesapeake College’s Mat 113 (College Algebra) course in order to better prepare students for their future college mathematics courses. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course.

Pre-Calculus
H02345 Grades 10-12 1.0/Semester
This course serves as a foundation for Calculus. The course includes the study of conics as well as the discussion of major function types including polynomial, rational, radical, exponential and logarithmic functions. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course. Recommendation: Satisfactory completion of Algebra II and Trigonometry (College Algebra with Trigonometry).

Pre-Calculus Hon
H02346 Grades 9-12 1.0/Semester
This course is designed for students interested in progressing through the topics taught in the Trigonometry and Pre-Calculus
courses in greater depth and at an accelerated pace. The course includes the study of sequences and series and conics as well as discussion of major function types including polynomial, rational, radical, exponential, logarithmic and trigonometric. The course emphasizes graphical analysis and includes topics beyond the regular course content. It is recommended that each student have a graphing calculator. This course qualifies as a senior level transition course. Recommendation: Satisfactory completion of Honors Algebra II.

Calculus

H02300  Grades 10-12  1.0/Semester
This is an introductory course for college bound students who desire a background in calculus and analytic geometry before entering a math or science-oriented major in college. Limits and differential calculus are presented with an emphasis placed on applications. It is recommended that each student have a graphing calculator. Recommendation: Satisfactory completion of Honors Pre-Calculus or Trigonometry (College Algebra with Trigonometry) and Pre-Calculus.

AP AB Calculus (Part I)

H02453  Grades 10-12  1.0/Semester
An AP course in mathematics consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. Part I of the course is devoted to the mastery of the rules of differential and integral calculus with a beginning emphasis on those pre-calculus concepts that are prerequisites to satisfactory completion of the course. A graphing calculator is necessary to meet the requirement for the AP exam. Recommendation: Satisfactory completion of Honors Pre-Calculus or Trigonometry (College Algebra with Trigonometry) & Pre-Calculus.

AP AB Calculus (Part II)

H02454  Grades 10-12  1.0/Semester
The second part of the course will emphasize the applications of the rules learned in Part I. These applications will be presented at the AP level in a rigorous manner. It is expected that students will complete the remaining topics necessary and have ample time to prepare for the AP exam. This will include an actual simulation of the test itself. It is required that students have successfully completed Part I and have a graphing calculator. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Calculus at most colleges and universities. Recommendation: Satisfactory completion of Advanced Placement AB Calculus, Part II.

AP BC Calculus

H02456  Grades 11-1  1.0/Semester
After successful completion of the Advanced Placement AB Calculus course, a student may elect the AP Calculus BC class for one semester to prepare them for the BC exam. The course will include vectors, parametric equations, polar coordinates, a rigorous definition of limit, partial fractions, improper integral, series and sequences and all other additional topics suggested by the Advanced Placement curriculum in preparation for the exam. A graphing calculator is required. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Calculus at most colleges and universities. Recommendation: Satisfactory completion of Advanced Placement AB Calculus, Part II.

AP Statistics

H02411  Grades 10-12  1.0/Semester
The AP Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data - observing patterns and departures from patterns; planning a study - deciding what and how to measure; anticipating patterns - producing models using probability simulation; statistical inference - confirming models. It is recommended that each student have a graphing calculator. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Statistics at most colleges and universities. Recommendation: Satisfactory completion of Algebra II.

Quantitative Literacy

H02305  Grades 11-12  1.0/Semester
This course presents mathematical thinking as a tool for solving everyday problems. The course is designed to develop quantitative reasoning skills as applied to mathematical decision making and financial literacy. Topics include the mathematics of chance, issues in health and social sciences, individual budgeting, investing, credit, and loans. Emphasis is placed on the mathematical aspects of the topics. Recommendation: Satisfactory completion of Geometry, Transition Algebra, or Algebra II.

SAT Preparation and College Writing

H01500  Grade 11  1.0/Semester (Elective)
The purpose of this elective one credit course is to provide students with strategies to improve SAT scores. Eleventh grade will emphasize: review of verbal principles; review of mathematical principles; application of test-taking strategies;
practice in taking timed SAT tests; and instruction in study and research skills. Students will have the opportunity to develop their skills in college writing. It is recommended that each student have a graphing calculator.

**PHYSICAL EDUCATION**

**Physical Education Program Overview**

Physical Education is a course designed to reinforce motor skills developed from middle school, develop new skills and to provide a foundation for overall wellness through instruction and participation in individual and team sports. Also included are methods to increase components of fitness; cardiovascular endurance, muscular endurance and strength, flexibility and body composition and enables all students to acquire and enhance knowledge of why regular physical activity is essential to their present and future well-being.

**Physical Education Program Course Sequence Diagram**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>9-12</td>
<td>0.5 / Quarter</td>
</tr>
<tr>
<td>Aerobics and Body Dynamics</td>
<td>10-12</td>
<td>1.0 / Semester</td>
</tr>
<tr>
<td>Team Sports I</td>
<td>10-12</td>
<td>1.0 / Semester</td>
</tr>
<tr>
<td>Weight Training and Conditioning I</td>
<td>10-12</td>
<td>1.0 / Semester</td>
</tr>
<tr>
<td>Team Sports II</td>
<td>10-12</td>
<td>1.0 / Semester</td>
</tr>
</tbody>
</table>

Stationary bicycles, step climbers, and free weights are some of the equipment that will be utilized by each student.

**Team Sports I**

**H14016 Grades 10-12 Credit 1.0/ Semester**

In this course, students will acquire basic knowledge of team sports play, develop skills, and improve or maintain health-related fitness. The content will include rules, terminology, sportsmanship, safety, and skill development. Sports offered in this course may include, but are not limited to, soccer, softball, floor hockey, speedball, volleyball, flag football, basketball, and badminton. Recommendation: Successful completion of Physical Education/Health graduation credit

**Team Sports II**

**H14017 Grades 10-12 Credit 1.0/ Semester**

Students will acquire an advanced knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness. The content will include safety practices, rules, terminology, etiquette, sportsmanship, skill speedball,
volleyball, flag football, basketball, and badminton. Recommendation: Successful completion of Physical Education/Health graduation credit and Team Sports I

Weight Training and Conditioning I
H14026 Grades 10-12 Credit 1.0/ Semester
This course will develop and maintain a student's physical fitness. All components of physical fitness will be emphasized, i.e. strength development, improved flexibility, and increased cardiovascular endurance using a variety of training methods. Individual programs help assure student success. Recommendation: Successfully completion of Physical Education/Health graduation credit

Weight Training and Conditioning II
H14027 Grades 10-12 Credit 1.0/ Semester
Students will perform advanced weight training techniques, building on skills from Weight Training and Conditioning. These techniques will include resistance bands and chains to improve muscular strength and power. Diverse methods of cardiovascular activities will be used to improve heart rate levels. Individual programs will be used for student success. Successful completion of Physical Education/Health graduation credit and Weight Training and Conditioning I

SCIENCE

Science Program Overview
The high school science program is designed to develop science literacy for all students and to provide a firm foundation for students who wish to pursue science and engineering at a higher level or as a career. The science curriculum combines the science and engineering practices, crosscutting concepts and the disciplinary core ideas to provide an organizational framework so that students develop a deep and lasting understanding of science. Furthermore, QACPS science courses integrate disciplinary literacy and the Maryland Environmental Literacy Standards into their courses.

Science Course Sequence Diagram:
Biology Comprehensive
H03010  Grade 9  Credit 1.0/ Semester
Students in high school NGSS Biology will develop an understanding of key concepts and usable knowledge that will help them meet life science and earth and space science performance expectations. There are five life science topics covered: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Students will complete an environmental action project by the end of this course as required by Maryland’s Environmental Literacy Standards. Comprehensive Biology is designed for students who will be more successful with additional support to understand and apply biological concepts. This course provides a fundamental study of life science with earth and space concepts infused. Recommendation: Satisfactory completion of 8th grade science and teacher recommendation.

Chemistry - Applied
H03051  Grades 9-10  Credit 1.0/ Semester
This is one of three high school NGSS courses required to fulfill Maryland graduation requirements and is completed after Biology. This course is designed to expose students to half of the NGSS high school physical science performance expectations, as well as select earth and space science performance expectations. Students will be exposed to such topics as matter, atomic structure, periodic table, chemical bonding, chemical reactions, and energy. Opportunities for additional support and scaffolding will be available. Practices in lab safety, tools, techniques, and experimental design are woven into the content in inquiry-based lab experiences. Next Generation Science Standards (NGSS), Disciplinary Literacy standards, and Maryland’s Environmental Literacy Standards are emphasized. Recommendation: Satisfactory completion of Comprehensive Biology or Biology, satisfactory completion of Algebra I, and Biology Teacher recommendation.

Biology
H03013  Grade 9  Credit 1.0/ Semester
Students in high school NGSS Biology will develop an understanding of key concepts and usable knowledge that will help them meet life science and earth and space science performance expectations. There are five life science topics covered: 1) History of Earth, 2) Earth’s Systems, and 3) Human Selection and Evolution. There are three ESS standard topics covered: 1) History of Earth, 2) Earth’s Systems, and 3) Human Sustainability. Students will complete an environmental action project by the end of this course as required by Maryland’s Environmental Literacy Standards. Comprehensive Biology is designed for students who will be more successful with additional support to understand and apply biological concepts. This course provides an in-depth study of life science with topics preparing students to potentially take future science courses. Recommendations: Current enrollment in Algebra I and teacher recommendation.

Chemistry
H03250  Grades 9-10  Credit 1.0/ Semester
This is one of three high school NGSS courses required to fulfill Maryland graduation requirements, and is completed after Biology. This course is designed to expose students to half of the NGSS high school physical science performance expectations, as well as select earth and space science performance expectations. Students will be exposed to such topics as matter, atomic structure, periodic table, chemical bonding, chemical reactions, stoichiometry, and energy. Advanced practices in lab safety, tools, techniques, and experimental design are woven into the content in inquiry-based lab experiences. This course is crafted and paced for students with a satisfactory aptitude in mathematics and is college bound. They may be interested in studying science at the college level. Next Generation Science Standards (NGSS), Disciplinary Literacy standards, and Maryland’s Environmental Literacy Standards are emphasized. Recommendation: Satisfactory completion of Applied Biology or Biology, completion of Algebra I, and Biology Teacher recommendation.

Biology HON
H03310  Grade 9  Credit 1.0/ Semester
Students in high school NGSS Biology will develop an understanding of key concepts and usable knowledge that will help them meet life science and earth and space science performance expectations. There are five life science topics covered: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. There are three ESS standard topics covered: 1) History of Earth, 2) Earth’s Systems, and 3) Human Sustainability. Students will complete an environmental action project by the end of this course as required by Maryland’s Environmental Literacy Standards. Recommendation: Satisfactory completion of Algebra I and teacher recommendation.

Chemistry HON
H03350  Grade 9 - 10  Credit 1.0/ Semester
This is one of three high school NGSS courses required to fulfill Maryland graduation requirements, and is completed after Life Science. This course is designed to expose students to half of the
NGSS high school physical science performance expectations, as well as select earth and space science performance expectations. Students will be exposed to such topics as force, interaction, energy, waves, and electromagnetic radiation. Students will learn the content through inquiry-based methods of instruction and laboratory experiences emphasizing the science and engineering practices. Students will be exposed to advanced practices in problem-solving, two-dimensional force and motion, and statistical methods of data analysis in this mathematically challenging course. Recommendation: Satisfactory completion of Comprehensive Biology and Chemistry with a grade of "C" or better.

AP Biology, Part I
H03411 Grades 10-12 Credit 1.0 / Semester
This first of a two-semester AP Biology course deals with college-level content and lab experiences. Content will mirror college-level Biology curricula associated with the fast-changing biological field. Major topics include cellular, molecular physiology and anatomy, genetics, and ecology. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Biology at most colleges and universities. Students must take this course to take AP Biology II. Recommendation: Satisfactory completion of Comprehensive Biology and Chemistry with a grade of "C" or better.

AP Biology, Part II
H03412 Grades 10-12 Credit 1.0 / Semester
This second-semester lab course is designed for students intending on taking the AP exam in May. Content will mirror college-level Biology curricula associated with the fast-changing biological field. Major topics include cellular, molecular physiology and anatomy, genetics, and ecology. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Biology at most colleges and universities. Recommendation: Satisfactory completion of Comprehensive Biology, AP Biology Part I, and Chemistry with a grade of "C" or better.

AP Chemistry, Part I
H03421 Grades 10-12 Credit 1.0 / Semester
This is the first semester of a two-semester AP Chemistry course. The content of the course will mirror the College Board’s curricula, which will prepare students for the AP exam. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Chemistry at most colleges and universities. Recommendation: Satisfactory completion of Chemistry with a grade of "C" or better.

Physical Science
H03500 Grade 10 - 12 Credit 1.0/ Semester
This is the third of the three high school NGSS courses required to fulfill Maryland graduation requirements. This course is designed to reinforce NGSS high school physical science, life science and earth and space science performance expectations. Students will be exposed to such topics as force, interaction, energy, Earth's systems, and natural phenomenon. Students will learn the content through inquiry-based methods of instruction and laboratory experiences emphasizing the science and engineering practices. Recommendation: Satisfactory completion of Applied Chemistry or Chemistry, completion of Algebra I and Teacher recommendation. (Note: This course will be offered beginning in the 2020 – 2021 school year.

Physics
H03230 Grades 10-12 Credit 1.0/ Semester
This is one of three high school NGSS courses required to fulfill Maryland graduation requirements. This course is designed to expose students to the NGSS high school physical science performance expectations, as well as select earth and space science performance expectations. Content for this course includes force, interaction, energy, waves, and electromagnetic radiation. Students will learn the content through inquiry-based methods of instruction and laboratory experiences emphasizing the science and engineering practices. Recommendation: Satisfactory completion of Applied Chemistry or Chemistry, recommended current enrollment in Algebra II, and Teacher recommendation.

Physics
H03231 Grades 10-12 Credit 1.0 / Semester
This is one of three high school NGSS courses required to fulfill Maryland graduation requirements. This course is designed to expose students to the NGSS high school physical science performance expectations, as well as select earth and space science performance expectations. Content for this course
AP Chemistry, Part II  
**H03422** Grades 10-12  
Credit 1.0 / Semester  
This is the second semester of the year-long AP Chemistry course. The content of the course will mirror the College Board’s curricula, which will prepare students for the AP exam. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Chemistry at most colleges and universities. **Recommendation:** Satisfactory completion of Chemistry with a grade of “C” or better.

AP Environmental Science, Part I  
**H03443** Grades 10-12  
Credit 1.0 / Semester  
This is the first semester of a two-semester course. The content of the course is aligned with the College Board curriculum. Students will study the content and processes associated with environmental science. Students are expected to take the second semester and the AP assessment in May. If successful with a score of “3” or better, this will qualify them for advanced placement and/or credit in Environmental Science at most colleges and universities. **Recommendation:** Satisfactory completion of Chemistry with a grade of “C” or better.

AP Environmental Science, Part II  
**H03444** Grades 10-12  
Credit 1.0 / Semester  
This is the second semester of a two-semester course. The content of the course is aligned with the College Board curriculum. Students will study the content and processes associated with environmental science. Students are expected to take the AP assessment in May. If successful with a score of “3” or better, this will qualify them for advanced placement and/or credit in Environmental Science at most colleges and universities.

AP Physics, Part I  
**H03433** Grades 10-12  
Credit 1.0 / Semester  
This is the first semester of a two-semester AP Physics course. Content of the course will be the first half of the national AP Physics course. Students are expected to take the final exam given in May. **Recommendation:** Satisfactory completion or current enrollment in Calculus and teacher recommendation

AP Physics, Part II  
**H03434** Grades 10-12  
Credit 1.0 / Semester  
This second-semester lab course is designed as the culminating course in physics at the high school. The curriculum is at a beginning college level. All students will take the national AP exam. Students must complete AP Physics, Part I prior to this course. **Recommendation:** Satisfactory completion of Physics and Pre-Calculus.

Earth Science  
**H03000** Grades 10-12  
Credit 1.0 / Semester  
This elective course is designed for students to study Astronomy, Meteorology, Geology, and Physical Oceanography. Students will be asked to create models and perform hands-on laboratory activities. The following are emphasized Maryland Core Learning Goals, NGSS, Disciplinary literacy standards, and Maryland’s Environmental literacy standards.

Environmental Science  
**H03220** Grades 10-12  
Credit 1.0 / Semester  
This course focuses on local, national and global level environmental topics and issues. Special emphasis is given to the Chesapeake Bay, its watershed, the Chester River and the Wye River, as students examine the top environmental issues facing our changing world. An issue–based, research action paper is an integral part of this course. Practices in lab safety, tools, techniques, and experimental design are woven into the content in inquiry-based lab experiences. State Core Learning Goals, NGSS, Disciplinary Literacy standards, and Maryland’s Environmental Literacy Standards are emphasized.

Environmental Science **HON**  
**H03222** Grades 10-12  
Credit 1.0 / Semester  
The Maryland State Curriculum (Standard 6) and Maryland’s Environmental Literacy Standards forms the basis of this course. Emphasis is placed on using system thinking and modeling to explore the interaction of Earth Systems with human populations and other living organisms. The course utilizes the following instructional strategies: a problem-based inquiry (PBI), project based science (PBS), or the issues investigation and action approach. It emphasizes student action projects that address local or regional environmental problems. All students are required to participate in a variety of field experiences. **Recommendation:** Successful completion of Chemistry with a grade of “C” or better.

Genetics  
**H03050** Grades 10-12  
Credit 1.0 / Semester  
This elective course is designed for students to have an in-depth study of genetic principles. Students will explore the interactions between DNA/RNA, biological processes, heredity, and the environment. Students will be asked to perform DNA extraction, research projects on current genetic disorders, explore inheritance patterns, and develop manipulative models. State Core Learning Goals, NGSS, Disciplinary literacy standards, and Maryland’s Environmental Literacy Standards are emphasized. **Recommendation:** Satisfactory completion of Biology with a grade of “C” or better.
Social Studies Program Overview
The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

High School consists of an in-depth study of United States History, American Government and World History enhanced by further application of the Social Studies Skills and Processes.

The Honors Social Studies program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with history and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into the complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honors students' cognizance of the richness of the field of social studies.

Social Studies Course Sequence Diagram:

**African American History**
H04020 Grades 9-12 1 credit
African American History is a 1 credit elective course for high school students that provides an overview of African culture and history beginning with early civilizations in Africa and continuing through modern times. A comprehensive analysis of the extensive social, political, economic, and cultural contributions of African-Americans to society will form the foundation of the course. Moreover, a focus will be placed on the African-American experience in Maryland with specific connections to the Eastern Shore and Queen Anne’s County. In addition to the Social Studies, this course lends itself for various interdisciplinary connections with English Language Arts, Science, and Fine Arts, therefore, providing a well-rounded student experience.
AP Human Geography

H04760   Grades 10-12   1 credit

Students investigate the nature, perspective and methods of geography, population, cultural patterns and processes, use maps and spatial data sets; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places. This course will prepare students for the Advanced Placement exam in Human Geography and the opportunity to earn college credits. This course is recommended for students interested in exploring global studies in detail.

AP Macro Economics

H04750   Grades 11-12   1 credit

Macroeconomics includes the study of national income and price determination, and economic performance measures, economic growth, and international economics. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement Examination in Macroeconomics and the opportunity to earn college credits.

AP Micro Economics

H04755   Grades 11-12   1 credit

Microeconomics includes the study of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system; and the role of government in promoting greater efficiency and equity in the economy. Students will be expected to analyze issues in class and to be able to express their thoughts in a logical manner both orally and in writing. This course will prepare students for the Advanced Placement Examination in Micro Economics and the opportunity to earn college credits.

AP Modern European History Part I
AP Modern European History Part II

H04434   H04435   Grades 11-12   1 credit

The Advanced Placement Modern European History course deals with the time period from the Renaissance to the post World War II era and meets the requirements of a college-level introductory course. The content exposes students to themes, trends, and ideas prevalent during this time period. Social, political, military and economic history is discussed giving the students an understanding of European society. It is recommended that students complete World History prior to registering for this course. Students are expected to take both Parts I and II, and the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Modern European History at most colleges and universities.

AP Psychology

H08402/ H08405   Grades 10-12   1 credit

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. Students will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention to help prepare them for the AP examination, which if successfully completed, will qualify them for advanced placement and/or credit in Psychology at most colleges and universities.

AP United States Government & Politics Part I
AP United States Government & Politics Part II

H04424   H04425   Grades 10-12   1 credit

The AP US Government & Politics course explores the framework and functions of the United States Government and the political process. The course is designed to meet the requirements of a college-level introductory Political Science course, including constitutional issues, campaigns/elections, and the complex processes of federalism. Students are expected to take both Parts I and II, and the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in Political Science at most colleges and universities. Suggestion: Students who have not taken the Government HSA should enroll in first semester Honors Government or the yearlong AP Government.

AP United States History Part I
AP United States History Part II

H04444   H04445   Grades 10-12   1 credit

The AP American History course spans from the colonial era to modern time and is designed to meet the requirements of a college-level introductory course. Students are presented college-level content and the opportunity to practice analytical skills. The students, with the help of the teacher, are expected to build a reservoir of factual knowledge concerning United States History, and to use this reservoir as a basis for analytical judgments. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in American History at most colleges and universities. The completion of both Part I and Part II
satisfies the graduation requirement for American History.

**AP World History Part I**
**AP World History Part II**

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<tr>
<th>Course Code</th>
<th>Grade Levels</th>
<th>Credit</th>
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<tr>
<td>H04436</td>
<td>Grades 11-12</td>
<td>1</td>
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<tr>
<td>H04437</td>
<td>Grades 11-12</td>
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The AP World History course has as its time-frame the period from approximately 8000 B.C. to the present. The purpose of the AP World History course is to develop greater understanding of the development of global processes and connections, and how they interact with the diverse cultures of the world. Students are expected to take the Advanced Placement examination which, if successfully completed, will qualify them for advanced placement and/or credit in World History/World Civilizations at most colleges and universities. The completion of both Part I and Part II satisfies the graduation requirement for World History.

**Business Law**

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<tr>
<td>H06200</td>
<td>Grades 10-12</td>
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This course introduces students to the legal aspects of business and the law that protect individuals and society. Areas of study will include an overview of our country's legal system; a study of the major documents of our legal system from the Constitution to the Uniform Commercial Code; a study of contracts as they affect business; the law as it affects individuals and/or international business; business finances; cyber-law; sexual harassment in the workplace; a study of Maryland state law; a study of students’ rights and responsibilities as consumer, citizen, and worker. This course is not part of a business pathway. It may be used for elective credit.

**Global Studies**

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<th>Course Code</th>
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<tr>
<td>H04260</td>
<td>Grades 10-12</td>
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Global Studies is the study of individual world cultures and their interdependence and interactions with others throughout the world. Students will read about and meet people from different regions of the world and study cultural values, customs, and beliefs. In addition, students will examine the ways in which history, politics, physical environment, and economics influence the development of world civilizations.

**Personal Finance**

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<tr>
<td>H06062</td>
<td>Grades 11-12</td>
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In this course, students will explore many important areas of economic interest that will enhance their financial security. They will discover ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit and gain knowledge about different ways of investing and managing money. The course will stress the importance of saving for retirement. In addition, students will learn about risk management and laws that protect them as consumers.

**United States History**

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<td>H04040/</td>
<td>Grades 9-12</td>
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<tr>
<td>H04294</td>
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<td>H04340/</td>
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<tr>
<td>H04391</td>
<td>Grades 9-12</td>
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This course examines the major events in United States history from 1877 to the present and is taught in the traditional, chronological approach, as a continuation of the eighth grade curriculum (Colonial Era – Reconstruction). Students trace the political, social, and economic development of the United States from the late 19th century through present day.

**United States Government**

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<th>Course Code</th>
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<tr>
<td>H04010/</td>
<td>Grades 10-12</td>
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<td>H04091</td>
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<td>H04310/</td>
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<td>H04390</td>
<td>Grades 10-12</td>
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This course explores the framework and functions of the three levels of American Government. After providing background of the origins of government, three branches of the federal government are studied and analyzed. The framework and functions of state and local government are also studied, using the Maryland and Queen Anne’s County governments as examples.

**World History**

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<th>Course Code</th>
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<tr>
<td>H04030/</td>
<td>Grades 11-12</td>
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<tr>
<td>H04293</td>
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<tr>
<td>H04330</td>
<td>Grades 11-12</td>
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This course examines major events in World History from Pre-History to modern times. The content is framed through a broad study of social, cultural, geographic, political and economic attributes of differing regions of the world during this wide range of time periods. Significant emphasis is placed on issues that yielded world-wide impact, such as innovations in technology and social construct as well as global conflicts.
TECHNOLOGY EDUCATION

In compliance with the Annotated Code of Maryland Regulation (COMAR) governing technology education instructional programs, students in the graduating classes of 2015 and later will be required to take a state-approved course that meets all 20 COMAR standards for technology education to satisfy the high school graduation requirement in technology education.

Students will satisfy graduation requirements by successfully completing a technology education credit course followed by two advanced technology education courses. COMAR now requires that those courses have state-approval as advanced technology education credit courses. Courses meeting the revised requirements are noted in the course listings as ATEC.

Foundations of Technology TE
H08805  Grades 9-10  1 credit
This course focuses on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities. Students develop the characteristics of technologically literate citizens. The course employs teaching/learning strategies that enable students to build their own understanding of new ideas. It is designed to engage students in exploring and deepening their understanding of “big ideas” regarding technology and makes use of a variety of assessment instruments to reveal the extent of understanding.

Advanced Design Applications ATEC
H08370  Grades 10-12  1 credit
Advanced Design Applications consists of four units including Manufacturing, Energy and Power, Construction, and Transportation. The Advanced Design Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology’s development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures. Recommendations: Students must successfully complete the Basic Technology Education credit.

Advanced Technological Applications ATEC
H08372  Grades 11-12  1 credit
In the Advanced Technological Applications course, students study four components of the Designed World: Information Technology, Agriculture and Bio-related Technologies, Medical, and Entertainment/Recreation. The Advanced Technological Applications course has been designed as an advanced study for students engaged in themed academies and general technology studies that lead to the capacity to understand how technology’s development, control, and use is based on design constraints, and human wants and needs. The structure of the course challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems. Students are actively involved as the students address the complexities of technology that stem from designing, developing, using, and assessing technological systems. Recommendation: Students must successfully complete the Basic Technology Education credit.

WORLD LANGUAGES

World Language Program Overview
The high school World Languages program in Queen Anne’s County is designed to build our students’ capacity to acquire new communication skills that will enable them to communicate across cultures and gain knowledge of other cultures in order to interact effectively within the community and global marketplace. All students are encouraged to elect one or more world languages in the course of their total education. Extended language study is strongly recommended. Students are also encouraged to strive for the Maryland Seal
of Biliteracy Award, which recognizes a student's high level of proficiency in listening, speaking, reading and writing in one or more languages other than English.

The goals of the World Languages Program are:

• To develop students’ language skills to enable them to communicate effectively in a language other than English.
• To develop respect for other cultures and customs.
• To develop a clearer understanding of their own linguistic and cultural heritage.
• To expose students to authentic resources to further develop and increase their ability to read, listen, speak, and write in the target language.

Students seeking to qualify for admission to Maryland colleges and universities must complete a minimum of two credits of the same World Language.

French

**French I**

**H05011**  Grades 9-12  1 credit

French I is designed to introduce students to French language and culture, basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. In French I students communicate on a variety of topics, such as: exchanging greetings, identifying everyday objects, describing family members, telling time, describing weather and seasons, locating places and ordering food. French culture is also introduced through the art, literature, customs, and the history of the French-speaking people.

**French II**

**H05012**  Grades 9-12  1 credit

French II builds upon skills developed in French I, extending students' ability to understand and express themselves in French and increase their vocabulary. Students will learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and explore the customs, history, and art forms of French-speaking people. Students deepen their understanding of the culture through reading, discussions and the use of media and technology.
French III  
H05213  Grades 10-12  1 credit  
French III reinforces basic communication skills and expands to include increasingly complex concepts both verbally and in writing. Comprehension goals for students include: understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Students also continue to study the culture of the French-speaking world through readings, discussions and the use of varied media and technology.  Recommendation: Successful completion of French II with a grade of “C” or better

French III HON  
H05216  Grades 10-12  1 credit  
French III - Honors covers the same content as French III, while advancing students' skills and abilities to read, write, speak, and understand the French language at an accelerated rate and in greater depth. Comprehension goals for students include: understanding when listening to the language spoken at accelerated rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Course requirements are more rigorous to prepare students for French IV - Honors and/or AP French. Recommendation: Successful completion of French II with a grade of “C” or better

French IV HON  
H0214  Grades 10-12  1 credit  
French IV - Honors continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of French-speaking cultures. Recommendation: Successful completion of French III with a grade of “C” or better and/or teacher recommendation

AP French  
H05220  Grades 11-12  1 credit  
The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use and is designed to parallel third-year college-level courses in French. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is an expectation that students in this course should take the AP Exam when it is offered in May. Recommendation: Successful completion of French III or IV with a grade of “C” or better and/or teacher recommendation

Spanish I  
H05051/H05091  Grades 9-12  1 credit  
Spanish I is designed to introduce students to Spanish language and culture, basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. In Spanish I students communicate on a variety of topics, such as: exchanging greetings, identifying everyday objects, describing family members, telling time, describing weather and seasons, locating places and ordering food. Spanish culture is also introduced through the art, literature, customs, and the history of the Spanish-speaking people.

Spanish II  
H05092/H05052  Grades 9-12  1 credit  
Spanish II builds upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increase their vocabulary. Students will learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and explore the customs, history, and art forms of Spanish-speaking people. Students deepen their understanding of the culture through reading, discussions and the use of media and technology.
Spanish III
H05253/ H05293 Grades 9-12 1 credit
Spanish III reinforces basic communication skills and expands to include increasingly complex concepts both verbally and in writing. Comprehension goals for students include: understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Students also continue to study the culture of the Spanish-speaking world through readings, discussions and the use of varied media and technology. Recommendation: Successful completion of Spanish II with a grade of “C” or better

Spanish III HON
H05256 Grades 9-12 1 credit
Spanish III - Honors covers the same content as Spanish III, while advancing students’ skills and abilities to read, write, speak, and understand the Spanish language at an accelerated rate and in greater depth. Comprehension goals for students include: attaining faster understanding when listening to the language spoken at accelerated rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Course requirements are more rigorous to prepare students for Spanish IV - Honors and/or AP Spanish. Recommendation: Successful completion of Spanish II with a grade of “C” or better and/or teacher recommendation

Spanish for Native Speakers HON
H05460 Grades 9-12 1 credit
Spanish for Native Speakers courses support, reinforce, and expand students’ knowledge of their own tongue. Because students understand the rudiments and structure of the language and have a working vocabulary, Spanish for Native Speakers - Honors accelerates pacing faster than traditional Spanish III - Honors courses and emphasizes literary development (with a study of literature and composition). This course may also include the culture or history of the people and introduce advanced translation skills.

Spanish IV HON
H05254 Grades 11-12 1 credit
Spanish IV - Honors continues to refine and expand communication skills in the three modes: Interpretive (Listening and Reading), Interpersonal (Speaking and Writing), and Presentational (Speaking and Writing). There is a review of key language structures with an expansion to more advanced grammar. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing proficiency in the language and exploration of Spanish-speaking cultures. Recommendation: Successful completion of Spanish III or Spanish for Native Speakers with a grade of “C” or better and/or teacher recommendation

AP Spanish
H05451 Grades 11-12 1 credit
The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the advanced level in each of the three modes of communication (Interpersonal, Interpretive, and Presentational). The course strives to promote both fluency and accuracy in language use and is designed to parallel third-year college-level courses in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts and is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes provide the context for developing advanced proficiency and refining communication skills in the language. It is an expectation that students in this course should take the AP Exam when it is offered in May. Recommendation: Successful completion of Spanish III or IV with a grade of “C” or better and/or teacher recommendation
English for Speakers of Other Languages (ESOL)

**English for Speakers of Other Languages (ESOL) I**

**H01700  Grades 9-12  1 credit**

This course is an English language acquisition class which includes presentation of the four domains – listening, speaking, reading and writing. This class provides Basic Interpersonal Communication Skills (BICS) to limited and non-English speaking students; this instruction enables these students to communicate effectively in the school and community and to participate in the academic domain. ESOL I also supports content-area instruction (CALP - Cognitive Academic Language Proficiency) by scaffolding instruction with ESOL-specific teaching strategies. The content of this program is designed using the WIDA (World Class Instructional Design) standards adopted statewide by MSDE in 2011. The program also provides opportunities for students to connect language to literacy as they apply their knowledge of both language skills and reading strategies when reading both literary and informational texts. The curriculum provides assessments that can be used to both monitor language acquisition and prepare students for the High School Assessment.

**English for Speakers of Other Languages (ESOL) II**

**H01795  Grades 9-12  1 credit**

This course continues instruction from ESOL I, but focuses more heavily on enhancing student’s comprehension of classroom assignments and developing writing skills. As in ESOL I, emphasis on the four domains – reading, writing, listening and speaking – is present in every lesson. Using WIDA standards, the ESOL teacher tailors instruction to each EL’s proficiency level. Reading and writing for intermediate English language proficient students are stressed using ESOL and classroom texts; listening skills are refined through audio components of dictionaries, online resources and guided practice and speaking proficiency continues through pronunciation practice and in-class presentations. Additional instruction includes:

- reading and exposition
- academic vocabulary
- speaking to narrate, inform, and persuade
- purposeful listening to speakers and presenters
- writing paragraphs and essays
- making inferences, drawing conclusions, and evaluating text

Both ESOL I and ESOL II provide instruction for lifelong English language acquisition and assessments which prepare EL for English Language Proficiency Assessments, High School Assessments and college-readiness. **Note: After completing ESOL I & II for one World Language credit each, any additional ESOL classes are taken for elective credit.**
VII. APPENDIX

HIGH SCHOOL PLANNING FORM

Student Name: ______________________ Pathway: ___________________________

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Please Note: This is for planning purposes only. Actual school schedule, semester course placement and classes will vary.

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